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**MEREDITH COLLEGE
RALEIGH, N. C.**



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meredith
college
bulletin



During the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life. These changes are the products of self-study that began some three years ago and continue. Details will be made available to students who matriculate in 1970.

meredith college

BULLETIN

CATALOGUE ISSUE

1970-71

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Second-class postage paid at Raleigh, N. C. 27602.

Series 63

MARCH 1970

No. 1



Dear Student:

In the beginning of your search for a college, you will review a number of college catalogues. If, however, you already know Meredith as the college of your choice, you will be seeking to understand better what Meredith has to offer. So, whether you know or whether you are seeking to discover, these pages should be an adventure in learning.

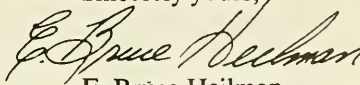
Learning is the reason for Meredith College. The road to learning is the reason for this catalogue. You will discover in these pages the purpose of the college, some of its history, the requirements for admission, the courses offered, and other information, including the qualifications of the faculty. But much about Meredith is in spirit, tradition, atmosphere, and environment and cannot be recorded here.

We at Meredith appreciate our small, liberal arts, church-related college for women. We demand a great deal and expect even more of those who choose to study here. We know that the years in college determine the style of life. Thus our approach embodies religious considerations and encourages those aspects of living which are natural and desirable for the good life.

Education at Meredith is not thought of as a "time out" of life but rather a "time in" life when one questions, searches, and studies to discover the truths which, when understood in the light of the ultimate truth, give freedom to live on the highest plane and in the best way.

I believe you will find Meredith a special place for a serious approach to education and a satisfying experience in living.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "E. Bruce Heilman". The signature is fluid and cursive, with the first name "E." and last name "Heilman" clearly distinguishable.

E. Bruce Heilman
President

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College Calendar 1970-71

<i>Summer Session, 1970</i>	June	8	Monday	Registration
		9	Tuesday	First day of classes
		13	Saturday	Regular class day
		20	Saturday	Regular class day
<i>Fall Semester, 1970</i>	July	3	Friday	Holiday
		10	Friday	Last day of classes
		11	Saturday	Examinations
	August	21	Friday	Arrival of all new students
		25	Tuesday	Freshman and new student registration
		26	Wednesday	Continuing student registration
		27	Thursday	First day of classes
September	7	Monday	Labor Day holiday	
	11	Friday	Last day for schedule changes	
October	19-21	Mon.-Wed.	Examinations in “block” courses	
	23	Friday	Mid-semester reports	
November	24	Tuesday	Thanksgiving recess begins at 5:00 p.m.	
	30	Monday	Classes resume at 8:00 a.m.	
December	10-19	Thurs.-Sat.	Examination period	
<i>Spring Semester, 1971</i>	January	6	Wednesday	Registration day
		7	Thursday	First day of classes
		22	Friday	Last day for schedule changes
		29	Friday	Last day to file for graduation in 1971
	February	26	Friday	Founders’ Day
				Mid-semester reports due

March	1-3	Mon.-Wed.	Examinations in "block" courses
	3	Wednesday	Spring recess begins at 5:00 p.m.
	15	Monday	Classes resume at 8:00 a.m.
April	11	Sunday	Easter
	12	Monday	Holiday
	13	Tuesday	Classes resume at 8:00 a.m.
May	3-11	Mon.-Tues.	Examination period
	13-14	Thurs.-Fri.	Commencement

1970

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1971

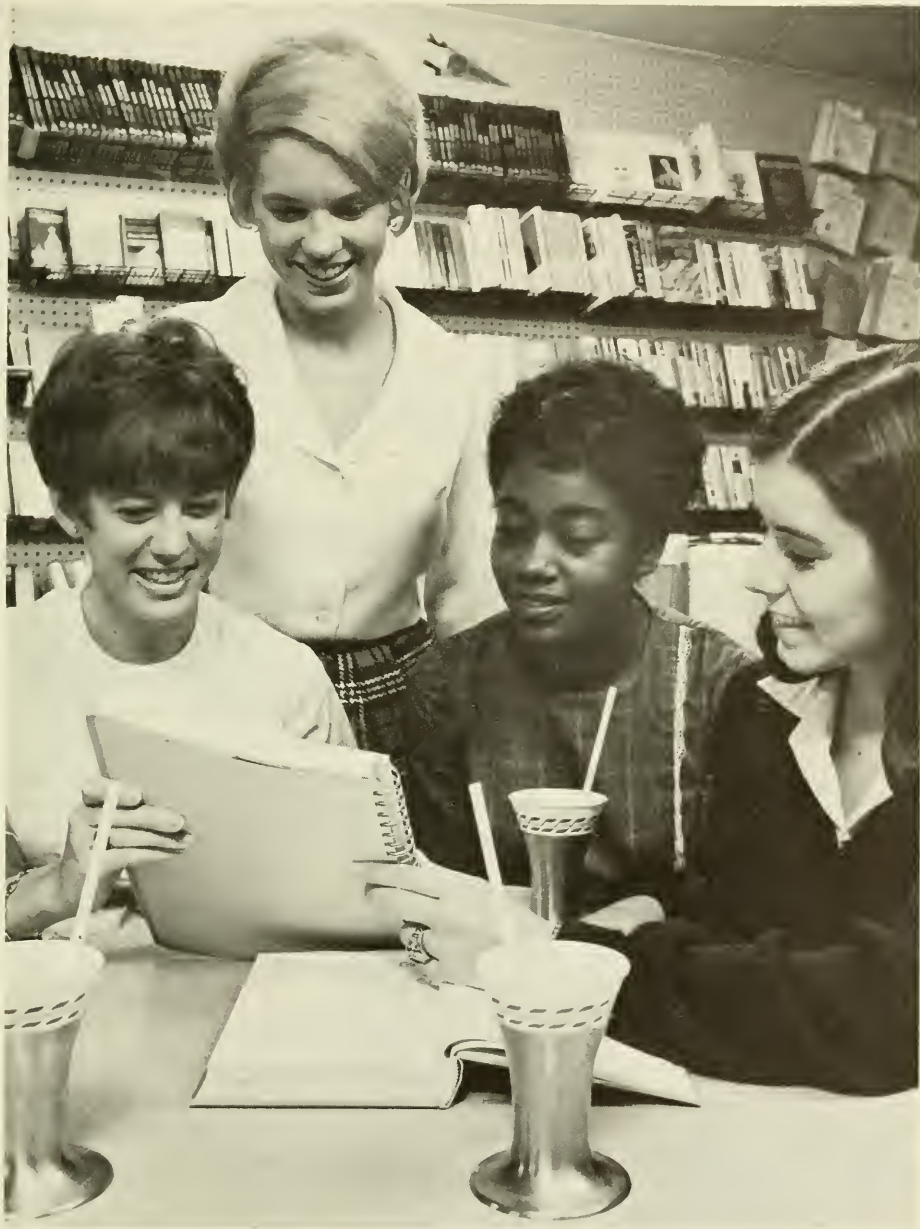
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Correspondence Directory

Please address inquiries as indicated below:

Academic Records, *Registrar*
Admissions, *Office of Admissions*
Advancement Program, *Office of Development*
Alumnae Matters, *Director of Alumnae Affairs*
Business Matters, *Business Manager and Treasurer*
Educational Programs, *Dean of the College*
Employment of Students, *Business Manager and Treasurer*
Equitation, *Director of Equitation*
Expenses, *Business Manager and Treasurer*
News Items, *Office of Information Services*
Student Aid, *Office of Admissions*
Student Interests, *Dean of Students*
Student Recruitment, *Office of Admissions*
Student Reports, *Registrar*
Summer School, *Dean of the College*
Transcripts, *Registrar*

Visitors are always welcome at Meredith. Write the Office of Admissions for information and for arranging tours of the campus.



Meredith College

Meredith College

Past and Present The rich heritage enjoyed by the Meredith student of today had its beginnings in the year 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. The result was the creation of a committee "to consider the establishment of a female seminary of high order." Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to that committee and subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." So Baptist Female University came into being in 1891, its founding date and the year in which it was chartered by the State Legislature. By 1899 it had matured sufficiently to accept students. And ten years later it was given the name *Meredith College* in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present West Raleigh home in 1926.

Meredith's five presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; and Earl Bruce Heilman, 1966—.

Features that make learning unique at Meredith today combine its location, its history, its objectives, and the student it seeks. Not only Meredith's past, but her present and future design is that of a woman's college, an educational institution of high quality in the liberal arts, and a college in which the Christian perspective will be . . . the integrative principle of all that comprises the college program.

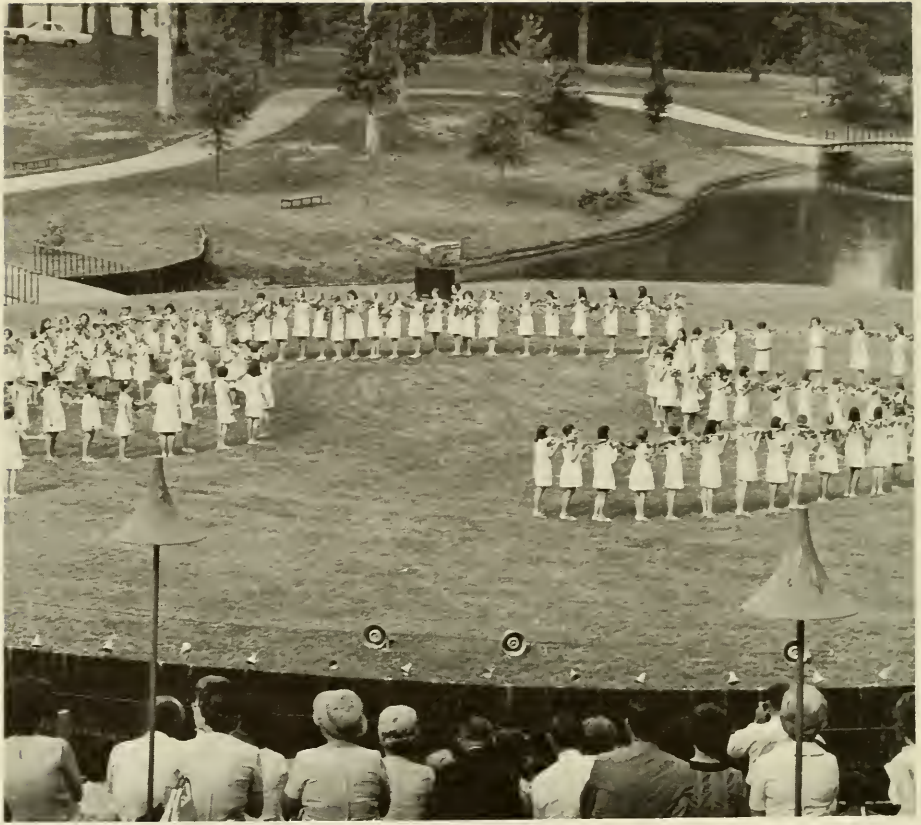
"The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, education, and other professions or fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith."

Purpose

Meredith College is a member of the Southern Association of Colleges and Schools and the Association of American Colleges. The College is a member of the National Association of Schools of Music. And graduates of Meredith are eligible for membership in the American Association of University Women.

Accreditation





Location Meredith's campus occupies 225 acres on the western edge of Raleigh. Easily accessible, it is bounded by U. S. Routes 1 and 64, as well as by North Carolina's No. 54 Expressway to the State's famed Research Triangle. Raleigh, an educational and cultural center, is the home of six colleges and universities. And within a radius of 30 miles are two other major universities.

Campus Buildings JOHNSON HALL, at the front center of the campus, is the administration building which houses reception rooms and all administrative offices except those of the Alumnae Association.

THE CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This new air-con-

ditioned building is named in honor of Meredith's fourth president, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 52,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette.

HUNTER HALL provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic dark-room, and a reception room. An adjacent greenhouse is available for experimental purposes.

THE ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. The Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES AUDITORIUM AND MUSIC BUILDING houses a 1,030-seat auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in this building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room.

THE WEATHERSPOON PHYSICAL EDUCATION - RECREATION BUILDING is being used for the first time in 1970. It affords the college a thoroughly modern facility, including a gymnasium, classrooms, a modern dance studio, and an indoor-outdoor swimming pool.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, AND A NEW DORMITORY, yet unnamed, are the residence halls which accommodate 140-170 students each. A seventh residence is under construction. These three-story buildings follow the suite arrangement of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor; and students may have them installed in their rooms. Pressing rooms, social rooms, kitchenettes, and hair drying facilities are conveniently located in the dormitories.

THE BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most dormitories by covered breezeways. Air conditioning has recently been installed, and the building has been completely refurbished.

THE DELIA DIXON CARROLL INFIRMARY is one of the new buildings on the campus; it is well-equipped and completely air-conditioned.

THE MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the college. There are also a reception room and a kitchen for social events.

A student supply store, traditionally known as the "BEE HIVE," offers for sale all textbooks needed for courses at Meredith plus a wide selection of paperbacks. Snacks, cosmetics, school supplies, and a number of other articles may also be purchased there. The college post office adjoins the store.

THE HUT, a log cabin near Meredith's four-acre lake, is now used as a coffee house at designated times.

THE MEREDITH COLLEGE STABLES are "home" for the approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

Planned for the immediate future is a new college and continuing education center. Longer range planning calls for a chapel and additions to Joyner and Hunter Halls.

COOPERATING RALEIGH COLLEGES. Meredith is a member of a consortium through which she cooperates with other Raleigh institutions of higher education—Peace, St. Mary's, and St. Augustine's Colleges, North Carolina State and Shaw Universities—to afford the faculties and facilities of all six to the students of all. Meredith students may take courses on all campuses for credit.

*The Wider
Campus*

STUDY ABROAD. Study in foreign countries is available at Meredith through its cooperation in several organizations that sponsor such programs. Summer courses in conjunction with travel as well as a full year's study at a foreign university are available.

DREW UNIVERSITY. Through an arrangement with Drew University, Madison, New Jersey, Meredith students may spend one semester in study at Drew University. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project.





Admission

Admission

Students are accepted for admission as candidates for the degree of Bachelor of Arts or Bachelor of Music, either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained at Meredith.

Procedure for Admission

Communications about entrance should be addressed to the Director of Admissions, who, upon request, will mail an application for admission. Applications, with the appropriate fee, should be returned to the Office of Admissions.

The freshman applicant should submit test scores as described below and have the proper school official send a certified academic record showing units, grades, and rank in her graduating class. The student applying for advanced standing should request that a complete transcript of her college work be sent to the Office of Admissions at the close of the first semester if she is currently enrolled in college; immediately after she files application if she is not currently enrolled.

Each student will be notified concerning her admission as promptly as possible after records have been evaluated. When an applicant is notified that she qualifies academically for admission, she is then sent a medical form to be completed by her physician. A dormitory placement sheet is sent at that time to each student who expects to live on the campus.

SECONDARY SCHOOL WORK. For admission to the freshman class, the applicant must offer a minimum of sixteen units of credit accumulated in grades nine through twelve. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

*Admission
Requirements
for
Freshmen*

Of the sixteen units the following are recommended: four units in English, the completion of the second year of algebra, one unit in geometry, and a minimum of two units in at least one foreign language. Additional academic units, to total at least thirteen, shall be chosen from language, history, social studies, mathematics, and natural science. Three additional units may be chosen from the above subjects or from electives approved by Meredith.

The Admissions Committee will consider the applicant whose secondary-school units differ from the recommended program if the overall course program and quality of work have been strong.

The student's rank in class, which reflects the quality of work performed in secondary school, is an important determinant of her admission. Ordinarily a student is expected to rank in the upper half of her graduating class. In September, 1969, seventy-eight per cent of the freshmen entering ranked in the upper quarter of their graduating classes.

COLLEGE BOARD EXAMINATIONS. Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board. For admission purposes at Meredith, this test should be taken no earlier than March of the junior year and no later than January of the senior year. It is usually recommended that an applicant complete the Scholastic Aptitude Test by November or December of her senior year.

For 1970-71, the three-hour Scholastic Aptitude Test, administered at several centers in each state, will be given *during the morning* on the following dates:

November 7, 1970
December 5, 1970
January 9, 1971

March 6, 1971
April 17, 1971
July 10, 1971

The student should write well in advance of the desired date to the College Entrance Examination Board, Box 592, Princeton, New Jersey, and request a Bulletin of Information and a descriptive booklet, both publications obtainable without charge. (These publications often may be obtained from high school officials.) The Bulletin gives detailed information about fees (\$5.50 for the Scholastic Aptitude Test); the cities where the examination centers are located; and the dates when applications are to be returned for each date listed above. The descriptive booklet, entitled *A Description of the College Board Scholastic Aptitude Test*, gives a brief description of the test and sample test questions.

Each student considering Meredith should indicate on the test application card that she wishes the report of her scores to be sent to Meredith College, Raleigh, N. C. 27602 (Code No. 5410).

Early Decision Plan The college welcomes applications under this plan from the well-qualified student who definitely desires to enter Meredith. The applicant should take the Scholastic Aptitude Test before her senior year in high school.

She should file application for admission by October 15 of her senior year, requesting in an accompanying letter that her application receive an "early decision" and certifying that she is therefore applying only to Meredith. On the basis of the applicant's junior-year test scores, her three-year high school record, together with a notice of courses being pursued in the senior year and recommendations from school officials, the admissions office will accept the qualified applicant by November 15 of her senior year. Dormitory students will be requested to make an advance payment of \$100.00 by December 15. This advance payment is not refundable.

If, however, credentials do not justify early acceptance, the applicant will be notified in the fall either that her application has been rejected or that action on the application will be deferred until the spring semester. In the case of deferment, the student may be asked to repeat the Scholastic Aptitude Test on the December or January testing date. She will, of course, be free to file applications at other institutions if she desires.

Advanced placement and academic credit toward the degree will be given to the student who receives a grade of 5 or 4 on the Advanced Placement Examinations of the College Entrance Examination Board, subject to the approval of the department concerned. Some departments may consider credit for a grade of 3. Information about these examinations, which are administered in May, can be obtained from College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

*Advanced
Placement
and Credit*

Examination by individual departments is another way for the student to receive advanced placement and academic credit toward the degree. This level of achievement may have been reached through any means. Request for consideration for credit on this basis should be made prior to entrance and should be directed to the Dean and the departments concerned.

To be admitted for advanced standing at Meredith, the student is expected to have an overall "C" average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. If the student has less than twenty-eight semester hours of college credit at the time of application, she must meet admissions requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances, a student having twenty-eight or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

*Admission
Requirements
for Advanced
Standing*

All college level work attempted, except orientation and physical education activity courses, is considered in computing the over-all grade average. No more semester hours for a course are ever calculated in the grade average, however, than the number of hours credit carried by the course. Any student having a "C" average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff.

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools, or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith.

A candidate from another college will be given provisional credits which must be validated by success in work undertaken at Meredith or by examinations. In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of either year in a junior college.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major.

*Re-admission
of Former
Students*

A student who was previously enrolled but who did not complete the previous semester should apply for re-admission to the Director of Admissions. A special application form, which must be returned with a \$15.00 non-refundable fee, will be sent to her for this purpose. If she has earned credits at other institutions since last attending Meredith, official transcripts of her record at those institutions must be submitted, together with a statement of honorable dismissal.

If a student desires to return to the college after an absence of more than a year she will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent catalogue.

*Part-time
Students*

A part-time student is understood to be one qualifying for a degree who enrolls for not more than nine credit hours a semester. Such a student will meet the entrance requirements outlined above.

*Special
Students*

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.

2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript, or by a covering letter from the institution that granted the degree.
3. A student who is 23 years of age or older may enroll as a special student without fulfilling the admission requirements for degree candidates and may receive a maximum of 15 semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After 15 semester hours of credit is earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admission policies and procedures.

A prospective special student should report to the Office of the Registrar by the opening day of a term.

Every person admitted to the college as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable, without the necessity of specifying charges or assigning reasons for suspension or exclusion.

*Condition
of Admission*

Each resident student, upon arrival in the city, should enroll promptly at the office of the Dean of Students. Residence halls will be open to receive freshmen and transfer students at 10:00 a.m. on Friday, August 21. The orientation program begins at 8:30 a.m. on Saturday, August 22. Registration for new students is scheduled for Tuesday, August 25.

*Orientation-
Registration*

The freshman or transfer student is expected to take part in the special program arranged for the opening week. Included in this program will be an introduction to the health services, instruction in the use of the library, some social events, interest and personality tests, registration, and talks on various phases of college life.

*Summer
Session
1970*

During the summer of 1970 the college will operate a five-weeks term beginning June 8 and ending July 11. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in August may begin some regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. The maximum amount of credit is seven semester hours for the summer session (i.e., three hours each for two courses meeting daily with one hour of applied music).

Full information about the summer session may be obtained by writing to the Dean of the college.



Student Life

Student Life

Development of the whole individual during her college years quite naturally becomes a concern of the Christian college. All of life on the campus, then, is directed toward that objective.

Students Meredith's students do not live in an isolated college community. Their locale is Raleigh, a city of more than 100,000 people. Added to that population count each year are about 15,000 students who are enrolled in other colleges and universities in the city. And Meredith participates in a program of co-operation between the other campuses in Raleigh. Meredith students carry out student teaching in the Raleigh and Wake County Schools; they gain experience in social agencies, local churches, and state agencies, including archives and history, the Morehead School for blind children, and Dorothea Dix Hospital. They also have opportunity to observe the operations of state government.

Most of Meredith's students come from all sections of North Carolina, but about sixteen other states and several foreign countries are represented in the student body.

A long-cherished tradition and the basis of all life at Meredith is the Honor System. Founded upon the premise that dishonesty of any nature has no place in the Meredith community, the system demands of each student personal integrity and responsible citizenship. It is the Honor System and the spirit it engenders that unites the students to form a community in which the freedom and trust essential to intellectual growth and maturity prevail.

Honor System

Its operation entrusted to the student body, the Honor System depends for its effectiveness upon each student's belief in the principles underlying the system and her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself. If she is aware of a violation of a regulation by another student, she is expected to see that the offender reports herself and thereby meets her obligations under the system.

A booklet expanding the meaning of the Honor System is mailed by the admissions office to every student who requests an application blank for admission to the college.

As a Christian college, Meredith encourages the spiritual growth of its students. A full-time College Minister gives them guidance and counsel in their organized work and in their individual problems. Each February a series of services looking toward deeper spiritual thinking and experience for members of the college community is arranged by the Minister and student committees.

Religious Life

Meredith also seeks to foster its purpose and function as a church-related college by holding regular convocations and services of worship. Because Meredith is small enough for its constituency to gather at one time, it is possible to set a major goal impossible for a larger campus; namely, the creation and development of a whole community. In this, Meredith seeks to pioneer and establish trends rather than merely to copy the activities or practices of others.

For these reasons attendance at convocations and worship services is required. The period from 10:00-11:00 a.m. is reserved

for such activities each Monday, Wednesday, and Friday. In general, Monday is designated for convocations, Wednesday for worship, and Friday for the activities and business of the Student Government Association, and for class and faculty meetings. Occasionally special events are scheduled for Friday.

Health The infirmary is under the direction of two graduate nurses and the College Physician. It is maintained not only for care of the sick but for the teaching of good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The College Physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of knowledge and observance of the general laws of health.



A student health blank furnished by the college, following acceptance of the student, must be completed and mailed directly to the Dean, Meredith College, Raleigh, N. C. 27602.

All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes. These appointments, as well as those with other physicians and dentists, are made through the college infirmary.

Meredith students live in the college dormitories unless they are living in their own homes or with near relatives. *Residence*

Students should bring with them towels, sheets, pillows, pillow cases, bedspreads, and all other bed coverings likely to be needed. Rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the rooms more attractive.

Each student may have laundered each week two sheets, two pillow cases, one bedspread, four terry cloth items, and one bath mat.

With the aid of a faculty committee, students make their own residence regulations through the Student Government Association. Residence regulations are necessary for the well-being of the individual student and the general good of all resident students. A pleasant, orderly environment is important for college dormitory living. *Residence Regulations*

The *Student Handbook*, which is sent to all entering students in the summer prior to their entrance in September, outlines in detail these and other regulations.

STUDENT GOVERNMENT ASSOCIATION. "Each student in coming to Meredith accepts college citizenship involving self-government under the honor code." On this concept, so defined in Article III, Section 2 of the constitution of the Student Government Association, campus government is based. All Meredith students are thereby members of the Student Government Association, the chief purpose of which is the promotion of a high sense of honor as the basis of all student government policy. Through the effective functioning of the honor code, the Asso- *Student Organizations*



ciation seeks to regulate the life of the students for the good of all concerned. The leadership of the Association is composed of three elected groups: the Legislative, Judicial, and Student Activity Boards, and an Executive Committee composed of the Student Government president and representatives from each board. The Student Life Committee confers with these boards on major matters of student welfare and policy. The Student Government Association holds regular meetings, at which time the students have an opportunity to discuss matters of special interest to them.

RELIGIOUS ORGANIZATIONS. The religious activities of the students are under the general direction of the Meredith Christian Association, its council including the officers of the Baptist Student Union, other auxiliary organizations, and a representative of students belonging to churches other than Baptist. Vespers

and Family Altar provide worship opportunities. And study groups are held throughout the year for helpful thinking and working together. Parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Association. One week each year is set aside as Religious Emphasis Week, at which time Christian leaders from outside the college community are invited to direct student thinking in all areas of life.

THE MEREDITH RECREATION ASSOCIATION. The Meredith Recreation Association cooperates with the Department of Health and Physical Education in planning a wide range of recreational activities. Archery, badminton, basketball, bowling, equitation, field hockey, golf, softball, volleyball, and tennis are among the activities offered. The four classes compete in the presentation of an original dramatic production on Stunt Night.

SOCIETIES. The societies, the Astrotekton and the Philaretian, have been in existence since the early days of the college. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written by one of its members during the academic year.

HONOR SOCIETY. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

THE SILVER SHIELD. Selection for membership in the honorary leadership society of the college is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

SIGMA ALPHA IOTA. Music majors and candidates for the Bachelor of Music degree who meet the scholastic requirements and have the approval of the music faculty are eligible for membership in Sigma Alpha Iota. This national music fraternity for women encourages students by both awards and scholarships.

THE CHORUS. The Meredith Chorus, directed by a member of

the music faculty, appears in concert at stated intervals throughout the college year.

THE MEREDITH PLAYHOUSE. The Meredith Playhouse provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Meredith Playhouse who excel in its activities.

DEPARTMENTAL CLUBS. A means of cultural enrichment is offered students in the various departmental clubs. These are the International Relations Club, the Elizabeth Avery Colton English Club, the Creative Writing Club, the Barber Science Club, the Art Club, the French Club, the German Club, La Tertulia Spanish Club, the Canaday Mathematics Club, the Home Economics Club, the Sociology Club, the Tyner Student N.E.A., the Granddaughters' Club, the Hoof Print Club, the Monogram Club, the Price Latin Club, the Freeman Religion Club, Psi Chi (Psychology), and Tomorrow's Business Women. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Publications **THE TWIG**, the student newspaper, is issued bi-weekly.

THE ACORN is a literary journal published four times during the college year.

OAK LEAVES is the college yearbook.

Social and Cultural Opportunities Whether in the fun of campus traditions or the dignity of more formal occasions such as the annual reception for new students and the Christmas dinner, the Meredith student finds social opportunities within her own college community. But Meredith's proximity to other colleges and universities adds a variety of additional events in which students participate.

The City of Raleigh is also known for its educational and cultural opportunities. World reknown musicians, artists, lecturers, and entertainers in other categories are frequently in the vicinity. On the campus, too, are planned lectures and concerts designed to make education at Meredith a well-rounded one.



Expenses and Financial Aid

Expenses

<i>General Fees for Residents</i>	Tuition (including instruction, library, lectures and recitals, academic administration) for the year.....	\$1,500.00
	Residence (including room and board, laundry, infirmiry service, maintenance) for the year.....	900.00
		\$2,400.00
<i>Non-Residents</i>	Tuition (as above for more than 9 hours).....	\$1,500.00
<i>Semester Fees</i>	Applied Music (two half-hour lessons a week)	
	Regular Students	\$60.00 or \$70.00
	Part-time and special students taking applied music for credit.....	\$60.00 or \$70.00
	Plus course fee of \$45.00 for each credit hour.	
	Part-time and special students (for no credit).....	\$100.00
	Use of practice room, with piano, one hour daily.....	9.00
	For each additional hour.....	6.00
	Use of organ, one hour daily.....	30.00 to 50.00
	Use of practice room, without piano, one hour daily.....	5.00
	For each additional hour.....	4.00
	Course fee, for special and part-time students, for each credit hour for 9 hours or less	45.00
	Education 495 or 495S.....	40.00
	Golf	5.00
	Home Economics 493 or 493S (Additional fee of \$10.00 per week for non-resident students)	45.00
	Home Economics 356.....	5.00
	Horseback Riding:	
	Full-time students (two hours a week).....	75.00
	Special students (one lesson a week).....	65.00
	Special students (two lessons a week).....	100.00

Graduation fee, including diploma.....	\$ 20.00	<i>Special Fees</i>
Gymnasium clothes (approximate cost).....	12.00	
Late registration	5.00	
Late payment of regular and special fees.....	5.00	
Change of course during drop-add period.....	5.00	
Transcript of academic record (after first copy).....	1.00	
X-ray in Infirmary	10.00	
Fluoroscope in Infirmary.....	5.00	



Terms of Payment A fee of \$15.00 accompanies the application of each new student. This fee is not refundable.

FOR RESIDENT STUDENTS. An advance payment of \$100.00 for a student now in college who wishes to reserve a room for next session must be paid before April 1. This fee will be credited to the account of the student who re-enters. \$85.00 will be refunded if the request is received by May 1.

A new student is required to make an advance payment of \$100.00 on or before May 1. For the student accepted after April 21 the deposit must be made within ten days after acceptance. This payment is not refundable.

The balance is payable as follows:

At the beginning of the first semester.....\$600.00

On October 9 the balance of the amount
for the first semester.

At the beginning of the second semester.....\$700.00

On February 19 the balance of the amount for
the second semester.

FOR NON-RESIDENT STUDENTS. At the beginning
of each semester.....\$400.00

On October 9 the balance of the amount for
the first semester will be due. On
February 19 the balance for the second semester
will be due.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the college and its patrons. Neither the President nor the Business Manager modifies these regulations without specific authorization from the Board of Trustees.

In view of the prevailing uncertainty as to cost of labor and materials, the college reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will, of course, be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been

made with the Business Manager. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through Education Funds, Inc., 10 Dorance Street, Providence, Rhode Island 02901 and The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

A Junior or Senior planning to be a missionary will receive, on certification by her local church, an allowance of \$100.00 on her expenses for the year.

Miscellany

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-ray, and fluoroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves. Proportionate refund is allowed on residence charges if a student is continuously absent for at least four weeks because of illness.

Financial Aid

Meredith College offers a program of student aid which seeks to meet the financial need of each of her students. All full-time degree candidates—including freshman and transfer applicants, dormitory and day students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.



The Need While acknowledging that students should be recognized for
Concept outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this college. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.

Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges, universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.

The financial aid committee at the college works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith.

The Award

Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need.

Renewal of Aid

Aid Available at Meredith

MEREDITH COLLEGE MERIT SCHOLARSHIP. Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from Finalists who have specified Meredith College as their college choice. Stipends range from \$100 to \$1,500 per year, depending upon financial need as estimated by the National Merit Scholarship Corporation.

Competitive Scholarships

MEREDITH COLLEGE HONOR SCHOLARSHIPS. Each year ten Honor Scholarships are awarded to outstanding freshman applicants, and two Honor Scholarships are available for junior college graduates who have superior academic credentials. Recipients of these awards are designated as Meredith Scholars.

An applicant for admission who wishes to be considered for such an award should file a financial aid application in the Office of Admissions. Finalists in this competition will be invited to the campus in March for a week-end meeting with the faculty selection committee. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability.

The amount of each Honor Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. An applicant who does

not need financial assistance is required to file a Meredith College financial aid application only. If selected as a recipient, her award will be \$100.

An Honor Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all work taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the Scholar's degree of financial need. A Parents' Confidential Statement must be filed each year unless the Scholar is receiving the minimum award.

MUSIC TALENT SCHOLARSHIPS. Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration.

An applicant for admission who wishes to be considered for a Music Talent Scholarship should file a financial aid application in the Office of Admissions. The amount of each talent scholarship varies from \$100 to \$800 per year according to the recipient's financial need as indicated through the Parents' Confidential Statement. A student who does not need financial aid may apply for the minimum scholarship of \$100 by filing only the Meredith College financial aid application.

Finalists in the Music Talent Scholarship Competition will be invited to the campus in March for auditions and interviews with the music faculty. Recipients are chosen solely on the basis of talent, previous accomplishments, and potential achievement in the field of music.

A Music Talent Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all music courses taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the recipient's financial need. A Parents' Confidential Statement must be filed each year unless the recipient is receiving the minimum award.

SCHOLARSHIPS. In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. The amount of the awards varies according to the individual needs of the applicants. Scholastic achievement as well as qualities of leadership receive proper consideration in the selection of scholarship recipients.

*General
Scholarships
and Grants*

GRANTS-IN-AID. A few grants-in-aid with amounts varying according to financial need, are awarded by Meredith to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients. The recipients must have done creditable work and have shown promise of academic success at Meredith.

Friends of the College have established funds to provide the following scholarships:

*Endowed
Scholarships*

The J. T. J. Battle Scholarships (four)
The Z. M. Caveness Scholarship
The Mr. and Mrs. John E. Efird Scholarships (two)
The Myrtle Hart Farmer Scholarship
The Hester P. Farrior Scholarship
The Fuller B. Hamrick Scholarship
The Ella Greenwood Holcomb Scholarship
The Mr. and Mrs. W. H. Matthews Scholarship
The Mary Wingo Meredith Scholarship
The Thomas P. Pruitt Memorial Scholarship
The Emma Barber Towler Scholarships (two)
The Mollie B. Wyatt Scholarship

Other friends have established funds and have restricted them as described below.

THE JULIA HAMLET HARRIS SCHOLARSHIP. A scholarship established in memory of Dr. Harris, a long-time professor and head of the department of English at Meredith. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

THE PERRY-HARRIS SCHOLARSHIP. A scholarship given by Dr. Julia Hamlet Harris in memory of her mother, Mrs. Ella Perry

Harris. This scholarship is offered to an entering student of high scholastic ability or to a student who has completed at least one year of study and ranks in the upper fifth of her class.

THE MARY LYNCH JOHNSON SCHOLARSHIP. A \$250 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character and academic achievement.

THE CAROLYN PEACOCK POOLE SCHOLARSHIP. An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. It is for the purpose of encouraging worthy juniors and seniors noted for their Christian character, for their leadership and executive abilities, and for furthering their education in contemporary English and literature.

THE MARTHA MCKEEL WHITEHURST SCHOLARSHIP. A scholarship, currently valued at \$300 per year, has been established by the husband and family of Mrs. Whitehurst in honor of her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Virginia. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, South Carolina.

THE WILLIAMS SCHOLARSHIP FUND. Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help and encourage deserving students to pay their way through college. The students must intend to go into *foreign* missionary work (not in the continental U. S. or Canada) in, preferably though not restricted to, Latin America. The amount will be determined by the students' need.

THE LILLIE GRANDY SCHOLARSHIP FUND. Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income from this fund makes available eight \$300 scholarships.

Applicants must be residents of Camden County or Pasquotank County, N. C. and must have completed the first year at Meredith College and "have proven to the faculty during their freshman year that they have intellectual ability and sterling character." These scholarships may be renewed during the junior and senior years if in the judgment of the faculty the recipients prove themselves worthy.

Earnings from the following funds are available for loan purposes: *Loan Funds*

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O. S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The John M. W. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Dr. and Mrs. Thomas M. Stanback Loan Fund
The W. A. Thomas Student Loan Fund

One loan fund is restricted as follows:

THE IDA POTEAT LOAN FUND. This fund has been provided by alumnae for juniors and seniors. Application blanks will be furnished upon request addressed to Mrs. Margaret Martin, Director of Alumnae Affairs, Meredith College.

THE AGNES COOPER MEMORIAL AWARD. A fifty dollar award given by members of the faculty in the department of music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors. *Awards*

THE IDA POTEAT SCHOLARSHIP. A \$200 scholarship given to a rising senior by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1939. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the college.

THE HELEN PRICE SCHOLARSHIPS. The Kappa Nu Sigma Honor Society awards a scholarship valued at \$100 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The Society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Campus Employment Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in the various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$125 to \$350 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

Federal Assistance Programs In addition to its own programs of financial assistance, Meredith College offers aid through the Federal programs listed below.

EDUCATIONAL OPPORTUNITY GRANTS. These grants have been established by the Federal Government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial need as well as promise of academic success on the college level. Such students must be accepted for enrollment on a full-time basis or must be currently enrolled and in good standing. Educational Opportunity Grants range from \$200 to \$1,000 a year; an EOG award must be matched with other student aid funds approved under this program.

NATIONAL DEFENSE STUDENT LOANS. These loans constitute a program for students needing financial assistance who have been accepted for full-time enrollment or who are currently enrolled students in good standing. An undergraduate may borrow up to \$1,000 each academic year if needed and if funds al-

lotted the College permit. The student has an obligation to repay her loan with three percent interest within a ten-year period after graduation.

The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or in an institution of higher learning, as much as half of the loan is cancelled at the rate of ten percent for each year of teaching service. A borrower who becomes a full-time teacher in a school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan at the rate of fifteen percent per year.

COLLEGE WORK-STUDY PROGRAM. Meredith College participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of family income and financial need can earn money for college by working in their home communities during the summer. Applicants approved for admission to the College as well as currently enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, desig-

*Application
Procedures
for Aid from
Meredith*

nating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the Office of Admissions a Meredith College financial aid application and a Parents' Confidential Statement-Renewal Form. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the Office of Admissions, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.

Notification of Awards All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

Other Sources of Aid Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

GUARANTEED LOAN PROGRAM. This particular program, generally known as the *Insured Loan Program* in North Carolina, is a plan of borrowing designed to help students from middle or upper-income families. Through this program, established by the federal government, an undergraduate may borrow up to \$1,500 per year at seven percent simple interest: i.e. at a rate of seven percent per year on the unpaid principal balance.

For students from families with adjusted incomes of less than \$15,000 per year, the Federal Government will pay the seven percent interest during the in-school period. The repayment period begins nine months after a borrower ceases to be enrolled as a student. In addition to the principal, the borrower will pay an insurance fee of one-half of one percent from the date of incurrence and the seven percent interest due during the repayment period.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their programs through the United Student Aid Funds, Inc. The Office of Admissions at Meredith has additional information about these low-cost educational loans.

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP LOAN FUND. In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$600 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of four percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from your guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

THE WINSTON-SALEM FOUNDATION. A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is four percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

VOCATIONAL REHABILITATION. Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

VETERANS ADMINISTRATION AND SOCIAL SECURITY BENEFITS. The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.



Academic Program

The Academic Program

Meredith College offers a curriculum designed to assist the student, living and working as a free person within a community of learners, to progressively seek a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field. Also the newly-installed freshman colloquium, designed so as to challenge the freshman student to face the contemporary issues of our day, is of particular significance. In recognition of achievement in these two intellectual thrusts—general and particular—Meredith confers either the degree Bachelor of Arts or Bachelor of Music. The experience and the degrees provided at Meredith form the basis for accomplishment in many areas of modern living: graduate study, teaching, business, home-making, medicine, law, church related vocations, social welfare, music, politics, etc.

The curriculum is arranged by courses with each course quantitatively evaluated according to the traditional semester hours system. A candidate for the degree of Bachelor of Arts must complete at least 120 semester hours with an average of 2.0 on all courses attempted at Meredith, and on all courses in her major. She must complete certain prescribed courses, area distribution requirements, and a major specialization in one selected field, but the College seeks to provide optimum opportunity for choice in the selection of specific courses.

*Requirements
for the
Bachelor
of Arts
Degree*

I. Prescribed Subjects

- A. ENGLISH COMPOSITION3 hours
- B. LITERATURE6 hours
 - 1. A three-hour survey of major English author, *and*
 - 2. A three-hour course in English, American or World literature; or any literature course in a foreign language.
- C. FOREIGN LANGUAGE(0-12 hours)
Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.
- D. RELIGION6 hours
 - 1. A six-hour introduction to the Old and New Testaments *or*
 - 2. A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion.
- E. PHYSICAL EDUCATION (4 semesters)
- F. FRESHMAN COLLOQUIUM1 hour

*II. Area Distribution Requirements
in Addition to Prescribed Subjects*

- A. *Humanities and Fine Arts area*—Art, English, Foreign Language, Music, Philosophy, Religion.
Majors in subjects in this area will be expected to complete: 12 hours in subjects in the Natural Sciences and Mathematics area, *and* 12 hours in subjects in the Social Sciences area.

B. *Natural Sciences and Mathematics area*—Biology, Chemistry, Mathematics, Physics.

Majors in subjects in this area will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* and 12 hours in subjects in the Social Sciences area

C. *Social Sciences area*—Economics, Geography, History, Political Science, Psychology, Sociology.

Majors in subjects in this area and majors in Business and Home Economics will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* and 12 hours in subjects in the Natural Sciences and Mathematics area

III. Majors

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a subject major. When the selection has been approved by the department concerned, and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects:

American Civilization	History
Art	Home Economics
Biology	Mathematics
Business	Music, Music Education, Voice,
Chemistry	Organ, Piano, Violin
Economics	Non-Western Civilizations
English	Psychology
Foreign Language: French,	Religion
Latin, Spanish	Sociology

IV. Teacher Education

A student may choose as a second area of concentration a program leading to teacher certification. Programs are available for certification as a teacher on the secondary level (grades 10-12);

* Neither Applied Music nor Studio Art courses will count in the 6 hours of work required in the Humanities and Fine Arts area. Speech 353 is acceptable.

on the intermediate level (grades 4-9); or in early childhood education (kindergarten through grade 3). In all cases a major field apart from teacher education is required.

Beginning in the 1970-71 school year, Meredith will offer a four-year Bachelor of Music Degree. This degree will be built upon a sound liberal arts base and will seek to produce competent musicians in the various applied music areas. Detailed requirements will be available to the student who matriculates in the fall of 1970.

*Requirements
for the
Bachelor
of Music
Degree*

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

*Grading
System*

Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.

A

Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

B

Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work

C

Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.

D

Failure which may not be made up by re-examination.

F

That the student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.

INC.

That the student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.

WF

WP That the student was passing when she withdrew from the course. A course with a grade *WP* does not count as hours attempted.

W Applies when the student withdraws from school for medical or other emergency reasons. It also applies when the student withdraws from a course during the first four weeks of the semester and thereafter only for medical or emergency reasons. A course with a *W* grade does not count as hours attempted.

Pass-Fail Option 1. A student, during her junior and/or senior year, may elect for the "pass-fail" grading not more than two courses from outside her major field and one seminar in her major field. Only one such course may be elected during a single semester.

2. Excluded from courses which may be pursued under the "pass-fail" system will be the following:

All "Prescribed Courses" pursued to meet requirements for graduation except physical education and freshman colloquium.

All courses pursued in summer work or in institutions other than Meredith.

3. Course content and requirements will be the same for "pass-fail" registrants as for regular students, and minimum performance for "pass" will be equivalent to minimum performance for letter grade *D*.

4. When a student registers for the semester in which she elects the "pass-fail" option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.

5. In computation of grade-point averages an *F* on a "pass-fail" course will be computed as hours attempted; a "Pass" will not be computed as hours attempted.

6. A student who changes her major to a department in which she has already taken “pass-fail” work may credit only one “Pass-Fail” course in the new major. If she has taken more than one such course, she will forfeit credit.

7. Responsibility for compliance with all rules governing the “pass-fail” system rests with the student, and appeals for exception to these will not be heard.

At the end of each semester a grade report is sent to the parent or guardian of each student.

Each semester hour with a grade of “A” carries four quality points; “B,” three; “C,” two; “D,” one; “F,” none. Courses which are repeated because of low grades are counted only once as hours attempted.

Quality Point Ratio

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has a 2.0 QPR on all work attempted at Meredith. All freshman are eligible in their first semester. Transfer students must have a 2.0 average.

Eligibility List

At the end of each semester a Dean’s List is published in recognition of those students who have achieved a high academic level in her courses for that semester. All students who make a QPR of 3.0 plus 3 will be placed on the list.

Honors

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

Graduation with Distinction

1. A student must have been in residence at Meredith College at least two years and must have earned a minimum of fifty-seven semester hours.

2. For the purpose of computing the standing of a student all semester hours taken for degree credit at Meredith College are counted.

3. Students whose average is three and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is three and six-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is three and nine-tenths quality points per semester hour are graduated *summa cum laude*.

4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification Students are to be classified on the following basis:

<i>Classification</i>	<i>Sem. Hrs. Credit</i>	<i>Q.P.R. on All Work Attempted at Meredith</i>
Sophomore	23	1.30
Junior	56	1.65
Senior	86	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

Procedures and Regulations

Choice of Catalogue A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

Retention Retention of students is governed by the following rule:

FRESHMEN. A. Pass at least 6 semester hours in the first semester.

B. Pass at least 15 semester hours during the first year with a QPR of 1.0 on all courses attempted during the first year, including *summer courses taken at Meredith*.

SOPHOMORES, JUNIORS, AND SENIORS. A. After the first year a student must pass a minimum of nine semester hours and earn at least eighteen quality points each semester or she will be placed on academic probation for the following semester. Probationary status is not permitted for two successive semesters.

B. Before a student is permitted to register for her third year, she must have accumulated, during regular and summer sessions, a minimum of fifty semester hours with a 1.50 Quality Point Ratio on all courses attempted at Meredith.

A student who does not meet these minimum requirements will be asked to withdraw from the college for one semester. She may apply for readmission, but she must concretely demonstrate her suitability in order to be accepted.

A. FRESHMEN. 1. The number of unexcused absences allowed each semester will be equal to the number of class meetings per week—not to exceed three. This ruling includes absences from classes, private lessons in music, and laboratory periods.

*Class
Attendance*

2. Such an allowance of absences will cover all situations except excused illness and college representation.

3. Any unexcused absences beyond the stated limit or any unexcused absence at the last class session before or the first session after a holiday—if these absences occur within two days before or after a holiday—will place the student on *attendance probation* in that course for the remainder of the semester. Any unexcused absence by a student on attendance probation will result in her being dropped from the course.

4. Dean's List students will be governed by the class-attendance policy for sophomores.

B. SOPHOMORES. 1. Sophomores on the Eligibility List will be granted optional class attendance except in the case of the last class session before or the first session after a holiday.

2. Any unexcused absence at the last class session before or the first session after a holiday—if these absences occur within two days before or after a holiday—will place the student on *attendance probation* in that course for the remainder of the semester. Any unexcused absence by a student on attendance probation will result in her being dropped from the course.

3. Sophomores not on the Eligibility List will be governed by the class-attendance policy for freshmen.

C. JUNIORS AND SENIORS. 1. Juniors and Seniors will be granted optional class attendance except in the case of the last class session before or the first session after a holiday.

2. Any unexcused absence at the last class session before or the first session after a holiday—if these absences occur within two days before or after a holiday—will place the student on *attendance probation* in that course for the remainder of the semester. Any unexcused absence by a student on attendance probation will result in her being dropped from the course.

D. EXCUSED ABSENCES. 1. Absences because of illness, when certified according to directives in the *Student Handbook*, will be excused.

2. Students may attend meetings of officially recognized campus organizations, represent the College, or participate in academic off-campus activities if approved in advance by the Dean. Such absences are to be excused without penalty. If a student wishes not to participate in such an activity, she may appeal to the Dean.

E. RIGHT OF APPEAL. In exceptional cases an appeal covering an absence that may result in either attendance probation or being dropped from a course may be made to a committee composed of the Academic Dean, Dean of Students, and the Registrar.

F. CLASS ATTENDANCE IN ACTIVITY COURSES IN PHYSICAL EDUCATION. A student is required to attend during the semester at least 80 percent of the class sessions in an activity course in physical education in order to pass the course. Absences are thus provided for illness—except in the case of extended illness.

*Residence
Credit*

A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement one additional course carrying up to four hours credit is permitted. A senior transfer student must complete all of the last thirty hours at Meredith. Transfer students from unaccredited institutions must attend Meredith for at least two years.

Six hours maximum credit may be allowed for correspondence courses after written permission has been obtained by the student's adviser and her intent recorded in the Registrar's Office.

*Correspondence
Credit*

Summer term courses are counted on the same basis as in the fall and spring semesters. A student who plans to attend summer session at another institution must complete the application for transfer credit available in the Registrar's Office. Meredith students enrolled at Meredith summer school may enroll for one course at a Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid at the Cooperating Raleigh College and a transcript must be sent to Meredith.

*Summer
Term Courses*

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should apply in the department at Meredith that is most nearly equivalent to the course she wishes to study or to the Academic Dean. Approval will not usually be given for courses that are available on the Meredith campus, and, except in usual circumstances, only to juniors and seniors.

*Cooperating
Raleigh
Colleges*

Students who wish to participate in the Drew University semester on the United Nations should apply at the Department of History.

*Drew
University*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

*Academic
Advisers*

Not later than the close of her sophomore year, each student must select a departmental major. She must declare her major to the department on a form provided there and then register her declaration via the form in the office of the Academic Dean.

*Declaration
of Major*

Early in the senior year the student wishing to go to graduate school should arrange to take the Graduate Record Examination at one of the established testing centers. Detailed information is available from academic advisers or in the Office of the Academic Dean.

*Graduate
Record
Examination*

*Load
Restrictions*

AMOUNT OF WORK. No regular student is permitted to take fewer than fourteen semester hours of classwork a week without the Dean's permission, except that under the following conditions a student may register for only twelve hours: a senior enrolled for the course in supervised teaching; a music major with a recital to prepare; a student in poor health or one engaged in work that demands much of her time.

A student may not register for more than sixteen hours if she failed to make an average grade above C for the preceding semester.

The maximum number of credit hours allowed during any semester for any student taking physical education is eighteen; for other students the maximum is nineteen hours.

During her freshman and sophomore years a student may not take concurrently two courses in the same department without the Dean's permission.

RESTRICTED CREDIT FOR JUNIORS AND SENIORS. Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

CREDIT IN MUSIC. A maximum of twenty-four semester hours in music, including no more than twelve semester hours in ap-



plied music, may be counted by the student *not* majoring in music as elective credits toward the Bachelor of Arts degree.

A maximum of four semester hours is allowed each student in ensemble courses.

MAXIMUM CREDIT IN A SUBJECT. Of the 120 semester hours required for graduation, the maximum amount of work that a student may take in any one subject, other than in the Department of Music, is forty hours. A student having a major in the Department of Music may take a maximum of sixty semester hours from the various subdivisions of that department out of the 120.

During the first ten days of each semester a student may drop or add courses without penalty or record. Forms are available in the Registrar's Office for this purpose.

*Drop-Add
Period*

Courses in which a student makes below a "C" may be repeated for credit. Such repetition of courses does *not* count as hours attempted in computing the Quality Point Ratio.

*Repetition
of Courses*

Advanced Placement and credit is available in several departments. Students in residence should apply directly to the department concerned or to the Academic Dean.

*Advanced
Placement
and Credit*

Official withdrawal from the College is effected by all students through the Office of the Dean of Students.

*Official
Withdrawal*







Courses of Study

Courses of Study

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is offered in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Courses are numbered as follows: the 100 courses for freshmen, the 200 courses for sophomores, the 300 courses for juniors and seniors. The 400 courses are for seniors only except by special permission.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, six days a week. Student teaching under supervision is scheduled for the second half of either semester.

General Courses

- FC 100 FRESHMAN COLLOQUIUM. A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all Freshmen. Credit one hour. Staff.
- SS 300 SPECIAL STUDY. Group or individual study, on or off the campus, proposed by either professors or students, and approved by the departmental chairman and the Academic Dean may be offered in all departments. A student may pursue this option on multiple occasions. Credit, one to three hours.

Art

Leonard White, Associate Professor, *Chairman*

Jo Anne Nix, *Assistant Professor*

Grove Robinson, *Instructor*

Requirements for a Major A total of thirty hours in Art including 101-102, 221, 222, 359, 360, and 498.

- 101, 102 BEGINNING DRAWING AND COMPOSITION. An introductory course in basic design. Emphasis is placed upon the elements and principles of design with particular attention to drawing and composition in the fall semester and to the use of color in the spring semester. Studio problems involve the use of a variety of materials. Through group and individual criticism, the development of individual creative ability is encouraged. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. Credit, six hours. Mr. White.
- 221, 222 CREATIVE DESIGN. A course offering the student an opportunity to develop creativeness in two and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101-102. Six studio hours a week. Credit, six hours. Mr. White.

- 226 CERAMICS. An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of construction. Experimentation with various types of decoration. Not open to freshmen except by special permission. Credit, three hours. Mr. White.
- 229 ADVANCED DRAWING. Problems in sketching, figure drawing, illustration and perspective drawing. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Mr. Robinson.
- 231, 231S ART APPRECIATION. A course designed to satisfy the need of students for a key to the enjoyment of art. Through illustrated lectures and class discussions, the art of past cultures and modern times is introduced to the student. Not open to art majors. Credit, three hours. Mr. Robinson.
- 243 BEGINNING ART. A course in the fundamentals of art for others than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. Credit, three hours. Miss Nix.
- 258 ELEMENTARY SCULPTURE. An introductory course in modeling and construction of three-dimensional subjects. Emphasis is placed upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. Credit, three hours. Mr. Robinson.
- Ed. 286A METHODS IN THE TEACHING OF ART. (For Elementary School Teachers.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: Art 101, or Art 243, or permission of the department. Two lectures and two studio hours a week. Credit, three hours. Miss Nix.
- 347, 348 BEGINNING PAINTING. A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101-102 or by special permission. Six studio hours a week. Credit, three or six hours. Mr. White or Mr. Robinson.

359 HISTORY OF ANCIENT ART. A survey of the significant art of the East and West from prehistoric times to the Renaissance. Credit, three hours. Miss Nix.

360 HISTORY OF MODERN ART. A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. Credit, three hours. Miss Nix.

[362 INTERIOR DESIGN.] A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 362.) Credit, three hours. Staff.

Ed. 386A METHODS IN THE TEACHING OF ART. (For Art Majors.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: 12 hours of Art. One lecture and four studio hours a week. Credit, three hours. Miss Nix.

453, 454 ADVANCED PAINTING. Prerequisite: Art 347, 348. Six studio hours a week. Credit, three or six hours. Mr. White.

465 COMMERCIAL ART. A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art are among the projects covered. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Mr. Robinson.

498 SEMINAR. A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Preparation for the exhibition required of all senior majors is made in this class. Credit, one hour. Mr. White.

Students who wish advanced practice and research in special fields—painting, sculpture, design, graphics, etc.—should consult with the chairman of the department and arrange for that option under Special Study 300.

Biology

John A. Yarbrough, *Professor, Chairman*

James H. Eads, *Assistant Professor*

Clara R. Bunn, *Assistant Professor*

Paul E. Smith, *Instructor*

Requirements for a Major Twenty-seven semester hours, including Biology 111, 112, 221, 222, 255, 351, and 364. Other requirements include Chemistry 111, 112, 221, Mathematics 111, 132 or their equivalents. Ed. 385 Sc. does not count toward the major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

111, 111S PRINCIPLES OF BIOLOGY. A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, the role of green plants and microbes will be considered. The position and involvement of vertebrates, emphasizing man, will be included. The principles of genetics and of ecology will be stressed. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

112, 112S SURVEY OF LIVING THINGS. A study of representative organisms from the major animal phyla and plant groups will be made. Phylogenetic and ecological relationships will be considered throughout the entire course. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

221 ADVANCED PLANT BIOLOGY. An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Yarbrough.

222 INVERTEBRATE ZOOLOGY. A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms are studied as to life history, morphology, physiology, ecology,

and economic importance. Field trips may be made to study, collect, and classify animals in their natural habitats. Prerequisite: Biology. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Eads.

255 GENETICS. Designed chiefly for a thorough presentation of modern genetic principles and with examples from plant and animal breeding. Attempts are also made to apply such information in sociological and psychological considerations and human well-being. The laboratory includes the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 111, 112 or its equivalent. Three lectures a week and one two-hour laboratory (optional). Credit three or four hours. Mr. Eads.

351 COMPARATIVE VERTEBRATE ANATOMY. A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals to be dissected in the laboratory. Alternates with 353. Prerequisite: Biology 111, 112; Biology 222 recommended. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.

[353 VERTEBRATE PHYSIOLOGY.] Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other animals, and simple experiments. Especially adapted to students preparing to study medicine or nursing or to become technicians. Alternates with 351. Prerequisite: Biology 111, 112, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. Credit, four hours. Mr. Eads.

354 HISTOLOGY. The first half of the course is devoted to slide preparation, employing plant and animal tissues. The paraffin method is emphasized, with some attention to the celloidin and freezing techniques. The second half consists of a careful microscopic analysis of the common animal tissues. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Alternates with 356. Prerequisite: Biology 101-102 and Chemistry 111, 112. One lecture and six laboratory hours a week. Credit, three hours. Mr. Yarbrough.

[356 VERTEBRATE EMBRYOLOGY.] Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory, and outside readings to show comparative stages in other vertebrates. Alternates with 354. Prerequisite: Biology 111, 112. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.

364 MICROBIOLOGY. A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk, and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 111, 112 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. Also available as Chemistry 364. Credit four hours. Mrs. Bunn.

[Ed. 385Sc. THE TEACHING OF SCIENCE.] Credit, three hours. Miss Yarbrough and Mr. Smith. (See page 84.)

Under a plan of interinstitutional cooperation, there are available at North Carolina State University advanced courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in Biology should consult with the departmental chairman and arrange for it under Special Study 300.

Business and Economics

Lois Frazier, *Professor, Chairman*
Evelyn P. Simmons, *Assistant Professor*
Annie Sue Perry Parnell, *Instructor*

The Department of Business and Economics offers a major in business and a major in economics.

Business

Requirements for a Major in Business Twenty-four hours exclusive of 231-232. The following courses are required: 353-354, 361, 362, 363, 473, and 483. Business majors must take nine hours of economics, including 221 and 222.

Additional courses are required for students qualifying for a North Carolina teacher's certificate in business.

In addition to course requirements, a major is expected to present evidence of having completed forty hours of approved, paid work experience.

Majors in other departments may receive credit for Business 231-232 and 353-354 provided they take eighteen hours in business. They may elect other courses without the eighteen-hour requirement.

- 100 FUNDAMENTALS OF BUSINESS. Introduction to business including objectives, principles, functions, and services of business; the place of business in society; and trends in business. Credit, three hours. Staff.
- 231-232 TYPEWRITING. Development of typewriting skill; application to business letters, manuscripts, tabulation problems, and office forms. A rate of 50 words a minute is required. If the results of a placement test indicate sufficient speed, control, and production ability, students may be granted permission to enter Business 232. Credit, six hours. Mrs. Parnell.
- 353-354 ELEMENTARY SHORTHAND. Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute for

five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 231-232. Credit, six hours, Mrs. Parnell.

- 361, 362 ACCOUNTING. Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis of financial statements; introduction to cost and tax records. Credit, six hours. Miss Frazier.
- 363 BUSINESS COMMUNICATION AND REPORTS. Analysis and composition of adjustment, credit, collection, employment, and sales letters; preparation of oral and written business reports. Credit, three hours. Miss Frazier.
- 375 PRINCIPLES OF DISTRIBUTION. A study of the history, policies, and methods of retail distribution; organization and operation of retail institutions; control practices; and personnel management. Credit, three hours. Mrs. Parnell.
- 376 DISTRIBUTION. Merchandise information, sales promotion, and advertising. Credit, three hours. Mrs. Parnell.
- 381 BUSINESS LAW. Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy. Credit, three hours. Miss Frazier.
- 473 ADVANCED SHORTHAND. Review of shorthand theory, further development of dictation and transcription skill; special attention to mailable transcripts. Prerequisite: Business 353-354 or its equivalent. Credit, six hours. Mrs. Parnell.
- 483 OFFICE PROCEDURES AND MANAGEMENT. Filing and records management; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines. Prerequisite: Business 231-232. [BLOCK COURSE.] Credit, three hours. Miss Frazier.
- 484 OFFICE MANAGEMENT. Principles of management applied to offices. Management functions; office organization; personnel relations; automation; and selection and effective use of office equipment and supplies. [BLOCK COURSE.] Credit, three hours. Miss Frazier.

492, 492F BUSINESS INTERNSHIP. Supervised work experience in business offices or merchandising establishments. Planned conferences and programs for improvement. Limited to seniors or advanced juniors (by special permission). Credit, three hours. Miss Frazier or Mrs. Parnell.

Ed. 386B THE TEACHING OF BUSINESS. See page 84. Methods and materials for teaching business subjects in the secondary school. Attention given to the study of philosophy and objectives of business education and the importance of planning and evaluating. Credit, three hours. Miss Frazier.

Economics

Requirements for a Major in Economics Twenty-four hours in economics, including 221 and 222. Majors are urged to take Mathematics 241.

Economics 221 is a prerequisite to all other courses in economics.

221 and 221S PRINCIPLES OF ECONOMICS. A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. Credit, three hours. Mrs. Simmons.

222 PRINCIPLES OF ECONOMICS. A continuation of 221, with micro-economic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Credit, three hours. Mrs. Simmons.

355 CONSUMER ECONOMICS. An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protections for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. (Offered even-numbered years only.) Credit, three hours. Mrs. Simmons.

- 365 **LABOR ECONOMICS.** An analysis of American labor in a changing economic and social order; special emphasis upon trends in employment, labor organizations, and standards in relation to technological change; and labor legislation. (Offered odd-numbered years only.) Credit, three hours. Mrs. Simmons.
- 366 **INTERNATIONAL ECONOMICS.** A study of the development of international economic policies: geographic, economic, social, and political factors underlying contemporary international problems; foreign exchange and money flows; economic competition; and the economic and political methods employed by the leading nations. (Offered odd-numbered years only.) Credit, three hours. Mrs. Simmons.
- 368 **PUBLIC FINANCE.** A study of the sources of revenue and the principles and methods of taxation and financial administration; fiscal policy; debt management; and the principles governing expenditures. (Offered even-numbered years only.) Credit, three hours. Mrs. Simmons.
- 375 **PRINCIPLES OF DISTRIBUTION.** For description see Business 375. May count as credit in economics by students except business majors. Credit, three hours.
- 377 **STATISTICS FOR THE BEHAVIORAL SCIENCES.** Principles of statistics presented in terms of situations familiar to students of sociology, psychology, political science, economics, or business. Emphasis is on probability and statistical inference through hypothesis testing parameter estimation. Regression and correlation techniques are analyzed. Prerequisite: Mathematics 111. Credit, three hours. Mrs. Simmons.
- 381 **BUSINESS LAW.** For description see Business 381. May count as credit in economics by students except business majors. Credit, three hours.
- 385 **MONEY AND BANKING.** A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 221 and 222. Credit, three hours. Mrs. Simmons.

- 388 HISTORY OF ECONOMIC THOUGHT. A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History, 388.) Credit, three hours. Mrs. Simmons.

Students who wish advanced study in Business and Economics should consult with the departmental chairman and arrange for it under Special Study 300.

Chemistry and Physics

Mary Elizabeth Yarbrough, *Professor, Chairman*

Sally Melvin Horner, *Assistant Professor*

Clara Ray Bunn, *Assistant Professor*

Chemistry

Requirements for a major in Chemistry Thirty-two semester hours in Chemistry including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 241, 242.

111, 112 GENERAL CHEMISTRY. Fundamental concepts of chemistry, including theoretical and descriptive chemistry. Three class hours and three laboratory hours a week. Credit, eight hours. Staff.

221, 222 ORGANIC CHEMISTRY. Prerequisite: Chemistry 111, 112. Three class hours and one three-hour laboratory period a week. Credit, four or eight hours. Miss Yarbrough.

351-352 ANALYTICAL CHEMISTRY. Prerequisite: Chemistry 111, 112. A study of classical volumetric and gravimetric methods and instrumental analysis. Two class hours and two three-hour laboratory hours a week. Credit, eight hours. Staff.

354 BIOCHEMISTRY. See Biology 354. Prerequisite: Chemistry 221. Three class hours and one three-hour laboratory a week. Credit, four hours. Mrs. Bunn.

- 365 PHYSICAL CHEMISTRY. Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 241, 242. Quantum mechanics, Molecular structure and Bonding. Credit, four hours.
- 367 INORGANIC CHEMISTRY. Prerequisite: Chemistry 111, 112, 351-352. Three class hours and one three-hour laboratory period a week. Credit, four hours. Mrs. Horner.
- 498 SEMINAR. May be taken for credit more than one semester. Credit, one to three hour(s).

Physics

- 221-222 GENERAL PHYSICS. Three class hours and one three-hour laboratory period a week. Credit, eight hours. Mrs. Horner.
- 354 HOUSEHOLD PHYSICS. Two class hours and one three-hour laboratory period a week. Credit, three hours. Miss Yarbrough.
- Ed. 385 Sc. THE TEACHING OF SCIENCE. See page 84. Credit, three hours.
or 386 Sc.

Advanced courses in Chemistry are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in organic and physical chemistry should consult with the departmental chairman and arrange for it under Special Study 300.

Education

David R. Reveley, *Professor, Chairman*
Harry K. Dorsett, *Associate Professor*
Lila Bell, *Associate Professor*
Robert G. Fracker, *Assistant Professor*

The Teacher Education Program

All of the courses listed herein are designed primarily to prepare students who wish to teach in the public schools of the

State. In keeping with new State Certification requirements and the Approved Program of Meredith College, all students who expect to qualify for Class A teaching certificates should follow this procedure:

At the end of the first semester of the sophomore year, each student should indicate to her faculty adviser her desire to enter the teacher education program. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program, together with a formal application for admission to the teacher education program, should then be filed with the chairman of the Education Department.

Since Music Education Majors and Art Majors receive general certification to teach in Grades 1-12 inclusive, they may select either Education 348 or Education 352 in order to meet professional requirements.

		<i>Minimum Semester Hours</i>
<i>General Education Requirements for All Certificates</i>	LANGUAGE ARTS AND HUMANITIES.....	24
	English Grammar and Composition	
	Literature	
	Humanities chosen from two of the following areas:	
	1. Fine and Applied Arts	
	2. Philosophy, Religion, Psychology	
	3. Foreign Language	
	NATURAL SCIENCES	6 to 8
	MATHEMATICS	3 to 4
	Social and Behavioral Sciences, including:.....	12
	History and Two of the following: Anthropology, Economics, Geography, Political Science, Sociology	
	HEALTH AND PHYSICAL EDUCATION.....	2

Early Childhood Education

Students who expect to secure Class A certificates to teach in kindergarten through grade three must meet the requirements listed below. General Education courses may be counted toward these requirements.

	<i>Minimum Semester Hours</i>
<i>I. Subject Matter Courses</i> LANGUAGE ARTS.....	13
Composition and Grammar	
Literature (including American)	
Education 344, Children's Literature for K-3	
Education 440, Reading for Early Childhood	
Speech (if recommended by faculty adviser)	
SOCIAL STUDIES	15
History (United States preferred)	
Cultural Anthropology (Sociology 271, 372, strongly recommended)	
Choice of: Geography, Political Science, Sociology	
SCIENCE	6
Choice of: Biology 111, Chemistry 111, Geography 201 [Note: A nature study course has been recommended and is being developed]	
MATHEMATICS	3
Mathematics 132	
ART	3 or 6
Art 243 (or equivalent; applicants for profi- ciency certificates should see the Chairman of the Art Department)	
Education 286, Art	
MUSIC	3 or 6
Music 233 (or equivalent; applicants for proficiency certificates should see the Chair- man of the Art Department)	
Education 286, Music	

HEALTH AND PHYSICAL EDUCATION.....	4
Physical Education Activity, 4 semesters	
Education 373, Health Education	
Education 364, Physical Education	

II. Professional K-3 Courses	PSYCHOLOGICAL FOUNDATIONS	6
	Education 231, Education Psychology for Early Childhood	
	Education 347, Child Psychology	
	[Psychology 221, General Psychology, is recommended as an elective to precede these two courses]	

HISTORICAL, PHILOSOPHICAL, AND SOCIOLOGICAL FOUNDATIONS	6
Sociology 363, The Community	
Education 465S, Foundations of American Education	

CURRICULUM, ACTIVITIES, AND METHODS.....	6
Education 349, Early Childhood Education	
Education 468, Early Childhood Methods	

STUDENT TEACHING AND CONFERENCES.....	6
Education 495S, Observation and Directed Teaching	

Certification for the Intermediate Grades 4-9

Students who expect to secure Class A certificates to teach in grades 4 through 9 must meet the requirements listed below. General Education courses may be counted toward these requirements.

		<i>Minimum Semester Hours</i>
I. Subject Matter Courses	A. General	
	LANGUAGE ARTS	11
	Grammar, Composition, and Literature	
	Education 441, Reading in the Intermediate Grades	
	Speech (if recommended by faculty adviser)	

SOCIAL STUDIES	12
History	
Two areas selected from: Anthropology, Economics, Geography, Political Science, Sociology	
MATHEMATICS	6
Mathematics 132 or equivalent	
SCIENCE	6 to 8
ART	3
Choice of Art 231, 359, 360	
MUSIC	3
Choice of Music 226, 363, 364	
HEALTH EDUCATION AND PHYSICAL EDUCATION....	2
Health Education 374	
Physical Education Activities, 4 semesters	

B. Concentration

Each prospective teacher will select one and preferably two areas of concentration, with the following additional requirements:

LANGUAGE ARTS (Children's Literature and American Literature are required).....	12
SOCIAL STUDIES (A course in an additional social studies area is required).....	12
SCIENCE (Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement).....	12
MATHEMATICS (Depth in appropriate mathematics is required).....	12

<i>II. Professional</i>	PSYCHOLOGICAL FOUNDATIONS	6
<i>4-9 Courses</i>	Education 231, Educational Psychology Education 332, Human Growth and Development	

FOUNDATIONS OF AMERICAN EDUCATION.....	3
Education 465, Foundations of American Education	
INSTRUCTIONAL PROCEDURES (Choose one).....	3
Education 469, Methods of Teaching Lan- guage Arts and Social Studies	
Education 471, Methods of Teaching Science and Mathematics	
STUDENT TEACHING AND CONFERENCES.....	6
Education 495, Observation and Directed Teaching	

Certification for the High School Grades

Students who expect to secure State Class A certificates to teach in high school, must meet the requirements listed below. It is recommended that students be able to teach at least two subjects in the high school.

Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teaching programs must be approved by the head of the Department of Education by the beginning of the junior year.

All students qualifying for a North Carolina Secondary Certificate must select at least three hours from two of the following groups of social studies:

- Group I Economics 221, 222
- Group II Geography 201, 202, 231, 362
- Group III Political Science 201, 202
- Group IV Sociology 221, 222

I. Subject Matter Courses A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

Art (36), business education (36), English (36), French (30)*, German (30)*, home economics (including certain sci-

* The State Department recommends Biology 111, 112 as a prerequisite.

ences and other related courses)—(48), science (48), social studies; economics, history, political science, sociology (42), Spanish (30)*.

- II. Professional Courses*
- Area I—The Pupil
Education 231 and 456.....6 semester hours
- Area II—The School
Education 352 and choice of 465,
491S, 492F.....6 semester hours
- Area III—Teaching and Practicum
Education 385 or 386, and.....9 semester hours
495. Note: Students are advised to take these courses
in the following order: Education 231, 352, 385 or
386, 495.

Education Courses

- 231, 231S EDUCATIONAL PSYCHOLOGY. An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally trained teacher.

One section is especially designed for students who wish to teach in grades K through 3. It will deal with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing the learning of the child; provision for individual differences; motivation and learning; needs and drives. Credit, three hours.

- 332 HUMAN GROWTH AND DEVELOPMENT. Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and the adolescent; emotional factors in development; parent-child relationships; social education, mental hygiene, and psychosexual development. Credit, three hours.

- 342F, 342 CHILDREN'S LITERATURE. An intensive historical review of children's literature, both American and European. BLOCK COURSE. Credit, two hours.

* The State Department recommends Biology 111, 112 as a prerequisite.

- [344] CHILDREN'S LITERATURE FOR EARLY CHILDHOOD.] A study of children's literature appropriate for the pre-school and beginning school child. BLOCK COURSE. Credit, two hours.
- [345] CHILDREN'S LITERATURE FOR THE INTERMEDIATE GRADES.] An intensive historical review of children's literature, both American and European, for grades 4 through 9. BLOCK COURSE. Credit, two hours.
- 347 CHILD PSYCHOLOGY. A survey of the psychological development of the individual through childhood. Credit, three hours.
- 349 EARLY CHILDHOOD EDUCATION. The curriculum, activities, and techniques appropriate for teachers of grades K through 3. Credit, three hours.
- 352F, 352 THE SECONDARY SCHOOL. The historical development, and a consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; methods of planning and teaching; qualifications of the high school teacher; student guidance; records and reports. Credit, three hours.
- [440] READING FOR EARLY CHILDHOOD.] A modern approach to understanding the methods, techniques and skills involved in the teaching of reading, spelling, language, and writing suitable for grades K through 3. Emphasis on training in listening, understanding, and interpreting the material covered. BLOCK COURSE. Credit, two hours.
- [441] READING IN THE INTERMEDIATE GRADES.] A modern approach to understanding the methods, techniques, and skills involved in the teaching of reading, spelling, language, and writing in grades 4 through 9. Emphasis on training in listening, understanding, and interpreting the materials covered. BLOCK COURSE. Credit, two hours.
- 456F, 456 MEASURING AND GUIDING ADOLESCENT BEHAVIOR. A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. BLOCK COURSE. Credit, three hours.

461, 461S READING IN THE ELEMENTARY SCHOOL. A modern approach to understanding the methods, techniques, and skills involved in the teaching of reading, spelling, language, and writing in the elementary school. Major emphasis on how to teach reading for grades 1-6, with consideration for readiness training at all levels. Emphasis on training in listening, understanding, and interpreting the materials covered. BLOCK COURSE. Credit, two hours.

465, 465S FOUNDATIONS OF AMERICAN EDUCATION. The historical and philosophical aspects of American education. BLOCK COURSE. Credit, three hours.

467, 467S ELEMENTARY METHODS. A study of materials and methods in the teaching of arithmetic, science, and social studies on the elementary level. Directed observation; units of work developed and evaluated. BLOCK COURSE. Credit, three hours.

[468 EARLY CHILDHOOD METHODS.] A study of materials and methods in the teaching of arithmetic, science, and social studies on the early childhood level. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

[469 METHODS OF TEACHING LANGUAGE ARTS AND SOCIAL STUDIES.] For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

[471 METHODS OF TEACHING MATHEMATICS AND SCIENCE.] For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

Special Methods Courses Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials,

and techniques of the teaching fields and levels of the State Course of Study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses.

- 495, 495S OBSERVATION AND DIRECTED TEACHING. The purpose of this course is to give the student actual teaching experience. All student teaching is on the block. Student teachers will take advanced courses in education for the first nine weeks of the semester; during the last eight weeks they will be in the classroom for the entire day. A weekly seminar is held. Fee \$40. Credit, six hours.

[Note: Students teaching on the Early Childhood level should take the following courses before the student teaching semester: Education 234, 347, 349. Students teaching on the Intermediate level should take the following courses before the student teaching semester: Education 231 and 332. Students teaching on the Secondary level should take the following courses before the student teaching semester: Education 231, 352, and 386 (Special Methods). Application must be made to the Teacher Education Committee for admission to student teaching; the Committee reserves the right to withhold the privilege of student teaching if circumstances warrant.]

English

Norma Rose, *Professor, Chairman*
Leishman A. Peacock, *Professor*
Ione Kemp Knight, *Associate Professor*
Margaret Gooch, *Assistant Professor*
Frances Pittman Woodard, *Assistant Professor*
Ruth Ann Baker Phillips, *Instructor*
Joan Pierce Battle, *Instructor*
Mildred Wallace Everette, *Instructor*
Helen Haywood Jones, *Instructor*

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

Requirements for a Major Thirty hours in English, including 111, 201, a seminar, and Special Study 300. Twelve hours must be selected from 351, 352, 353, 354, 355, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for Education 385 E. English 202 is a strongly recommended for the English major.

- 111, 111S PRINCIPLES OF WRITING. Credit, three hours. Staff.
- 201, 201S MAJOR BRITISH WRITERS. Credit, three hours. Staff.
- 202, 202F DEVELOPMENT OF ENGLISH LITERATURE. A chronological study to add breadth and further depth to English 201. Credit, three hours. Staff.
- 206, 206F MAJOR AMERICAN WRITERS. Credit, three hours. Miss Gooch, Mr. Peacock.
- 208 WORLD MASTERPIECES IN TRANSLATION. Credit, three hours. Staff.
- 233 CREATIVE WRITING. Credit, three hours. Mrs. Jones.
- 351 OLD ENGLISH. Credit, three hours. Miss Knight.
- 352 CHAUCER. A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. Credit, three hours. Miss Knight.
- 353, 354 SHAKESPEARE. A study of selected English history plays and "sunny" comedies (353); selected tragedies, "dark" comedies, and late romances (354) Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Credit, three or six hours. Miss Rose.
- 355 MILTON SEMINAR. Selected poetry and prose. Credit, three hours. Miss Rose.
- 358 ADVANCED GRAMMAR AND COMPOSITION. Credit, three hours. Miss Knight.

- 359 AMERICAN LITERATURE SEMINAR. Selected topics for study. Prerequisite: English 206 or equivalent. Credit, three hours. Miss Gooch.
- [364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY.] A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. Credit, three hours. Mr. Peacock.
- 365 ENGLISH POETRY OF THE ROMANTIC PERIOD. A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Credit, three hours. Miss Knight.
- 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY. A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Credit, three hours. Miss Rose.
- 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY. A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. Credit, three hours. Mr. Peacock.
- Ed. 385E THE TEACHING OF ENGLISH. See page 84. [BLOCK COURSE.] Credit, three hours. Mrs. Woodard.
- 494 THE TREATMENT OF LITERARY PROBLEMS. Open only to majors in English. Credit, one hour. Miss Rose.
- 498 SENIOR SEMINAR. Open only to majors in English. Credit, three hours. Mr. Peacock.

Speech and Theater

- 221, 221S FUNDAMENTALS OF SPEECH. A general speech course designed to introduce the student to the basic elements of good communication. The course includes units on voice and diction, presentation, organization, and communication theory. Credit, three hours. Mrs. Phillips.

- 223 VOICE AND DICTION. Emphasis on improving basic vocal quality and articulated speech sounds. Attention will be given to developing the ability to speak in the General American dialect, if the student so desires. Credit, two hours. Mrs. Phillips.
- 226 ORAL INTERPRETATION. Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity will be provided for the students to take part in a reading program for an audience. Credit, two hours. Mrs. Phillips.
- 352 PLAY PRODUCTION. Credit, three hours. Mrs. Phillips.
- 353 INTRODUCTION TO THEATER. A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. Credit, three hours. Mrs. Phillips.

Students who wish advanced study and research in Literature, Speech, or Theater should consult with the departmental chairman and arrange it under Special Study 300. English majors must exercise this option at least once as research paper experience.

Foreign Language

Helen P. Daniell, *Assistant Professor, Acting Chairman*
 William R. Ledford, *Assistant Professor*
 Katalin Galligan, *Assistant Professor*
 Jacqueline B. Beza, *Instructor*
 Ann B. Peaden, *Instructor*
 Nona Short, *Instructor*
 Robert W. Morgan, *Instructor*
 Edith Stevens, *Instructor*

Courses numbered 101-102 and 221-222, or their equivalents, are prerequisite for 351-352. Prerequisite for courses above 351-352: 351-352 or special permission.

Requirements for a Major in French, Latin or Spanish Twenty-four hours above 101-102, including 351-352. Majors in French or Spanish must include 357 and 358. Majors in Spanish must also include 353-354. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with new certification requirements, students who plan to teach French or Spanish must take the courses numbered 357 and 358 in the language to be taught. Ed. 386 ML is required of students planning to teach a foreign language, and counts as Education.

French

- 101-102 ELEMENTARY FRENCH. A study of the French Language through analysis, contact and use. Grammar, readings of appropriate difficulty and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for French 221-222. A two-hour lab will be required where necessary. Credit, six hours.
- 221-222 INTERMEDIATE FRENCH. Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours.
- 351, 352 FRENCH LITERATURE AND CIVILIZATION. Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: 221-222 or advanced placement. Credit, six hours.
- 353 SEMINAR IN SEVENTEENTH CENTURY. A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. Credit, three hours. Mrs. Daniell.
- 354 SEMINAR IN EIGHTEENTH CENTURY. The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. Credit, three hours. Mrs. Daniell.

- [355 FRENCH ROMANTICISM.] Credit, three hours.
- [356 FRENCH REALISM AND NATURALISM.] Credit, three hours.
- 357 ADVANCED COMPOSITION AND CONVERSATION. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Daniell.
- 358 PHONETICS AND CONVERSATION. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Daniell.
- 361 MODERN FRENCH LITERATURE 1880-1919. Credit, three hours.
- 362 CONTEMPORARY FRENCH LITERATURE 1919 TO THE PRESENT. Credit, three hours.
- [493 DEVELOPMENT AND STRUCTURE OF THE FRENCH LANGUAGE.] A survey of the historical development of French from Latin. Reading of works in Old French. Some introduction, through French, to the general field of linguistics. Offered only when the demand is sufficient. Credit, three hours.

German

- 101-102 ELEMENTARY GERMAN. Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for German 221-222. Credit, six hours. Mr. Morgan.
- 221-222 INTERMEDIATE GERMAN. Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Mr. Morgan.

Latin

- 101-102 ELEMENTARY LATIN. A course for beginners entailing the fundamentals of the language. Credit, six hours.

- 221-222 INTERMEDIATE LATIN. An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. Credit, six hours.
- 351, 352 ROMAN LITERATURE AND CIVILIZATION. A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: 221-222 or advanced placement. Credit, six hours.
- 361, 362 ADVANCED LATIN READING. Authors studied to be selected by instructor—after consultation with the pre-registered students. THIS COURSE MAY BE TAKEN ON MULTIPLE OCCASIONS. Prerequisite: 351-352 or instructor's permission. Credit, six hours.

Spanish

- 101-102 ELEMENTARY SPANISH. Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for Spanish 221-222. Credit, six hours. Staff.
- 221-222 INTERMEDIATE SPANISH. Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Staff.
- [351, 352 SPANISH LITERATURE AND CIVILIZATION.] A study of the more important works of Spanish literature; particularly as they reflect Spanish life and culture. Alternates with Spanish 353-354. Prerequisite: 221-222 or advanced placement. Credit, six hours. Mr. Ledford.
- 353, 354 SPANISH-AMERICAN LITERATURE AND CIVILIZATION. A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 351-352. Credit, six hours. Mr. Ledford.

- 357 ADVANCED COMPOSITION AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.
- 358 PHONETICS AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.
- 491 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN. Open to juniors by special permission. Credit, three hours. Mr. Ledford.
- 492 MODERN SPANISH DRAMA. Open to seniors, and to others by special permission. Alternates with Spanish 494. Credit, three hours. Mr. Ledford.
- [494 MODERN SPANISH NOVEL.] The modern Spanish novel, beginning with Fernan Caballero. Open to seniors, and to others by special permission. Alternates with Spanish 492. Credit, three hours. Mr. Ledford.

Ed. 386 M. L. THE TEACHING OF FOREIGN LANGUAGES. See Education. Credit, three hours.

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of inter-institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the chairman of the department and arrange for it under Special Study 300.

Health, Physical Education, and Recreation

Jay D. Massey, *Assistant Professor, Chairman*

Helena W. Allen, *Assistant Professor*

Janie S. Archer, *Instructor*

Frances W. Stevens, *Part-time Instructor*

The Equitation Program

Luke Huggins, *Director of Equitation*

Lila Bozick, *Assistant Director of Equitation*

The program of the Department of Health, Physical Education, and Recreation is designed to meet the needs of each individual student with respect to such programs as:

1. The development and maintenance of a high degree of physical efficiency through a varied program of sports, rhythmic activities, equitation, and swimming.

2. The development of fundamental skills in those activities which will contribute to an intelligent use of leisure time.

3. The provision of adequate opportunities for the development of qualities of leadership and cooperation through participation in the Intramural Program.

4. The development of intelligent understanding and a positive attitude toward personal health and hygiene in relation to daily living.

All students enrolled in health and physical education are required to undergo physical examinations. Each student is classified, upon the basis of these examinations, for a physical education class in vigorous or semi-vigorous activity. During orientation week all freshmen are introduced to the facilities of the student health service by the college physician.

Health Education

101, 101S HEALTH EDUCATION. A fundamental course in the principles and problems of personal hygiene. The course includes discussions based upon student health problems and interests, and instruction based upon today's health problems of college students. Two class hours a week for one semester. Credit, one hour either semester.

Instructional classes are available to special students in the afternoons and Saturday mornings.

- 382 COMMUNITY RECREATION AND CAMP LEADERSHIP. A study of the concept and theory of recreation and camping; present-day trends in the light of their historical backgrounds; principles and methods of planning, conducting, and evaluating recreation centers, public and private camps. Credit, three hours.

Ed. 364 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER. A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in these grades.

Ed. 373 H.Ed. MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER. A course designed to furnish prospective K-3 teachers with information and ideas to be of help, in planning, teaching, and evaluating classroom health instruction. Opportunities are given for lesson planning and teaching of health in the K-3 grade levels. Credit, two hours.

H. Ed. 374 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9. A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9 such as sex education, alcohol, drugs and safety. Credit, two hours.

Physical Education

Students enrolled in activity courses in physical education are required to have regulation gymnasium costumes for class. Freshmen and transfer students must purchase their uniforms during the first week of school from Meredith Supply Store.

111, 111S TEAM SPORTS. Courses in basketball, hockey, softball, speedball, or volleyball. Two hours a week.

- 221, 221S RHYTHMIC ACTIVITIES. Courses in modern dance, folk and square dance, or rhythmical gymnastics. Two hours a week.
- 251, 251S INDIVIDUAL SPORTS. Courses in archery, badminton, golf*, roller skating, tennis, recreational sports, slimnastics, swimming, senior life saving or water safety. Two hours a week.
- 261, 261S EQUITATION*. Saddle and Hunt Seat. Beginner, intermediate, and advanced instruction. Two hours a week.

Interested students are given opportunities to participate in local shows and hunts. Students who wish to board horses at the college stables may make arrangements for this through the business office.

History and Political Science

Sarah McCulloh Lemmon, *Professor, Chairman*

Craven Allen Burris, *Professor*

Frank L. Grubbs, Jr., *Associate Professor*

Thomas C. Parramore, *Assistant Professor*

Rosalie P. Gates, *Assistant Professor*

Carolyn B. Grubbs, *Instructor*

Sonnet M. House, *Instructor*

Requirements for a Major HISTORY. A major in history consists of 27 hours, chosen from at least two fields (as American, European, Asian), including: one course numbered 100, one course numbered 200, 330, and a seminar in history. Major professor, Miss Lemmon.

AMERICAN CIVILIZATION. A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 330 and a seminar in history: and a minimum of 15 hours in related fields, as literature, political science, sociology, religion, economics, fine arts. Students planning to teach should also elect 6 hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

*Special fee.

NON-WESTERN CIVILIZATIONS. A major in non-western civilizations consists of 36 hours, with a minimum of 18 hours in history, including 330, 346, and a seminar in history, and also 9 hours selected from History 101, 102, and non-western courses; and a minimum of 15 hours in related fields, as anthropology, economics, geography, religion, fine arts. Students planning to teach should also take 6 hours of American history. Major professor, Mrs. Gates.

History

- 101 ORIGINS OF WESTERN CIVILIZATION. A study of major elements of civilization from the prehistoric through the Greco-Roman and Medieval periods to approximately 1750. Credit, three hours. Staff.
- 102 DEVELOPMENT OF MODERN CIVILIZATION. A study of the rise of modern states in Europe and America, the age of revolutions, the rise of nationalism and imperialism, and the crises of the twentieth century. Credit, three hours. Staff.
- 205 INTRODUCTION TO NON-WESTERN CIVILIZATIONS. Brief investigations of Russian, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilizations. Credit, three hours. Mrs. Gates.
- 251 HISTORY OF THE UNITED STATES TO 1877. Emphasis will be placed on the period since 1783. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 252 HISTORY OF THE UNITED STATES SINCE 1877. Emphasis will be placed on the twentieth century. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 301 ANCIENT HISTORY. From prehistoric times to the fall of Rome. Credit, three hours. Mrs. Grubbs.
- 302 MEDIEVAL CIVILIZATION. From the fall of Rome to the opening of the sixteenth century, with emphasis on intellectual and cultural achievements. Credit, three hours. Mrs. Grubbs.

- 330 **METHODS OF HISTORICAL RESEARCH.** Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. A research paper is required. Offered each semester. Credit, three hours. Staff.
- 345 **HISTORY OF SOUTH ASIA.** Emphasis will be placed on India and Pakistan, with some consideration of their cultural and political relations with China. Credit, three hours. Mrs. Gates.
- 346 **ASIAN CIVILIZATION.** An interdisciplinary course cooperatively taught by lectures in anthropology, economics, geography, religion, fine arts, and history. Credit, three hours. Coordinator, Mrs. Gates.
- 349 **EUROPEAN INTELLECTUAL HISTORY.** Focuses on the leading thinkers in Europe since 1500, including Luther, Calvin, Rousseau, Darwin, Marx, Toynbee, Sartre, *et al.* Credit, three hours. Mr. Parramore.
- 350 **HISTORY OF MODERN EUROPE.** A consideration of the course of European history since 1500, with emphasis on those events, personalities, and influences which are most significant for appreciating contemporary Europe. Credit, three hours. Mr. Parramore.
- 351 **HISTORY OF THE AMERICAN COLONIES.** American colonial history from its European background to the Treaty of Paris, 1783. Credit, three hours. Mr. Grubbs.
- 369 **SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914.** A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. Credit, three hours. Miss Lemmon.
- 370 **HISTORY OF THE SOUTH.** Emphasis will be on the nineteenth century. Credit, three hours. Miss Lemmon.

Ed. 386 S.S. **THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE JUNIOR AND SENIOR HIGH SCHOOLS.** Required for secondary teacher certification. May not be counted toward a major. Credit, three hours. Mrs. Grubbs.

- 388 HISTORY OF ECONOMIC THOUGHT. See Economics 388. May count as credit in history by students except business and economic majors. Credit, three hours.
- 390 HISTORY OF AMERICAN FOREIGN POLICY. The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. Credit, three hours. Mr. Grubbs.
- 400F HISTORICAL ACTIVITIES. Open to juniors and seniors who have had at least one course in American history. An introduction to careers in historic sites, historical museums, and publications under the joint supervision of the North Carolina Department of Archives and History and the Meredith College Department of History. Practicum required. May not be counted toward a major. Credit, three hours.
- 445 SEMINAR IN HISTORY. It is recommended that students have had research experiences before registering for the seminar. Required of majors in history and non-western civilizations. Credit, three hours. Staff.

Political Science

- 201 AMERICAN NATIONAL GOVERNMENT. Credit, three hours. Mrs. House.
- 204 MODERN POLITICAL SYSTEMS. A comparison of the governments of Europe, the United States, and Latin America. Credit, three hours. Mrs. House.
- 301 POLITICAL PARTIES IN THE UNITED STATES. Credit, three hours. Mrs. House.
- 302 STATE AND LOCAL GOVERNMENTS IN THE UNITED STATES. Credit, three hours. Mrs. House.
- 378 INTRODUCTION TO RESEARCH. For description, see Sociology. May count as credit in political science by students except majors in sociology and psychology. Credit, three hours.

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, Middle Eastern, and Russian history, and in governments of Russia and Asia.

Students who wish advanced study or research in History or Political Science should consult the departmental chairman and arrange for it under Special Study 300.

Home Economics

Marilyn M. Stuber, *Assistant Professor, Acting Chairman*
Virginia S. Swain, *Part-time Assistant Professor*
Ruby T. Miller, *Part-time Assistant Professor*
Margaret E. Clark, *Part-time Instructor*
Kay Ann Friedrich, *Part-time Instructor*
Mable S. Rabb, *Consultant*

Students may major in Home Economics and earn teacher certification in any of the following areas:

- 1) K-3
- 2) 4-9
- 3) Secondary Education

Requirements for a Major Twenty-four hours of Home Economics are required for majors earning the K-3 and 4-9 certificates. Thirty hours of Home Economics are required for all other options. Home Economics 104, 352, 360 and 493 are required for all majors. Home Economics majors are strongly advised to take Chemistry 111 and 112.

101, 101S BEGINNING CLOTHING CONSTRUCTION. An introduction to the principles of good design in clothing selection and personal appearance. Basic principles of clothing construction using commercial patterns. Open to non-majors. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Stuber.

104F, 104 INTRODUCTORY FOODS AND COOKERY. Food selection and preparation. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.

- 223 ADVANCED FOODS AND COOKERY. A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 104, except by permission of the head of the department. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 224 FLAT-PATTERN DESIGNING. Advanced clothing construction. Creative flat-pattern designing, fitting and construction of wool street apparel. Prerequisite: Home Economics 101. One lecture and five hours of laboratory. Credit, three hours. Mrs. Stuber.
- 351 NUTRITION. Prerequisite: Home Economics 223, and Chemistry 111, 114. Two lectures and two hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 352 MEAL MANAGEMENT. A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 223. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 353 TAILORING. A study of tailoring techniques. Prerequisite: Home Economics 101. One lecture and five hours of laboratory. Credit, three hours. Mrs. Miller.
- 356F, 356 CHILD DEVELOPMENT. Psychological aspects of development through infancy and childhood. Observation of and participation in the care and guidance of a group of preschool children, at the Raleigh Pre-School. Two lectures and three hours of laboratory. Credit, three hours. Mrs. Stuber and Mrs. Rabb.
- 358 TEXTILES AND CLOTHING. The study of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Prerequisite: Chemistry 111, 112. Credit, three hours. Mrs. Miller.
- 360F, 360 MARRIAGE AND FAMILY RELATIONSHIPS. A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship,

and marital adjustment as related to successful marriage and family living. Credit, three hours. Mrs. Stuber.

362 INTERIOR DESIGN. A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six hours a week. (Also offered as Art 362.) Credit, three hours. Staff.

363 HOUSING AND EQUIPMENT. A study of house planning including floor plans, site, cost, legal matters, and landscaping. The selection, care of and use of common types of household equipment. Credit, three hours.

364 HOUSEHOLD FURNISHINGS LABORATORY. An opportunity to develop some skill in making draperies, and in refinishing and reupholstering furniture. Credit, three hours.

Ed. 386 H.Ec. METHODS OF TEACHING HOME ECONOMICS. See page 83. Credit, three hours. Mrs. Stuber.

389 HOME MANAGEMENT AND CONSUMER EDUCATION. A study in the use of human and material resources of the home to promote family interests and welfare. Procedures for the management of time, energy, money, and materials. Problems in consumer buying and money management. Credit, three hours. Mrs. Swain.

493, 493S HOME MANAGEMENT—RESIDENCE. Prerequisite or parallel: Home Economics 389 (Home Management). Residence for students in groups in the Ellen Brewer House. Credit, three hours. Miss Clark.

Students who wish advanced study in Home Economics should consult with the chairman of the department and arrange for it under Special Study 300.

Mathematics

Charles A. Davis, *Associate Professor, Chairman*

Dorothy K. Preston, *Assistant Professor*

Martha L. Bouknight, *Instructor*

LaRose F. Spooner, *Instructor*

Frank C. Townsend, *Part-time Instructor*

Requirements for a Major Twenty-four hours in Mathematics above the 100 level. The student must also have credit for each of the following Mathematics courses: Calculus with Analytic Geometry I, II, III, and IV (241, 242, 243, and 244), and Modern Algebra (365). The department strongly encourages each major to include at least six hours in courses in the area of science. Topics recommended for teachers by the State Board of Education are incorporated into courses 111 and 132. Students wishing to teach Secondary Mathematics must have credit for Linear Algebra (366) and Modern College Geometry (457).

Upon entering Meredith, a student may be placed in 111, 132, 241, or 242, depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental placement test. In addition any student enrolled in the Advanced Placement Mathematics Course in her senior year may request placement in 242 with credit for 241 upon the presentation of satisfactory scores on the proper examination.

- 111, 111S COLLEGE ALGEBRA WITH TRIGONOMETRY. This course includes an introduction to relations and functions, the solution of equations and inequalities, and the analysis of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Credit, three hours. Staff.
- 132, 132F FUNDAMENTAL CONCEPTS OF MATHEMATICS. Topics included are set theory, numeration systems, abstract mathematical systems, laws of logic, geometry, and probability. Credit, three hours. Staff.
- 241, 241S CALCULUS WITH ANALYTIC GEOMETRY I. Prerequisite: 111 (except for those freshmen placed by the department). Credit, three hours. Staff.

- 242, 242F CALCULUS WITH ANALYTIC GEOMETRY II. Prerequisite: 241 (except for those freshmen placed by the department). Credit, three hours. Staff.
- 243, 243S CALCULUS WITH ANALYTIC GEOMETRY III. Prerequisite: 242. Credit, three hours. Staff.
- 244, 244F CALCULUS WITH ANALYTIC GEOMETRY IV. Prerequisite: 243. Credit, three hours. Staff.
- 311 PROBABILITY AND AN INTRODUCTION TO STATISTICS. The course is designed to give the student the fundamental concepts of probability using set notation. It includes basic distribution theory of both discrete and continuous random variables. Mathematical expectation of special distributions are studied in connection with decision-making. Prerequisite: 242. Credit, three hours. Mrs. Bouknight.
- 312 MATHEMATICAL STATISTICS. The course deals primarily with the theory of sampling, with emphasis on the normal distribution and other distributions which can be approximated by it. The application of point and interval estimates of the parameters of distributions is demonstrated through the testing of hypothesis. A brief introduction to regression curves and the analysis of variance is also included. Prerequisite: 311. Credit, three hours. Mrs. Bouknight.
- 356 DIFFERENTIAL EQUATIONS. An introduction to the study of the solution of linear, ordinary differential equations with applications. Some of the topics covered are homogeneous and non-homogeneous equations; solution by inspection, by integrating factors, by substitution, by the method of undetermined coefficients, and by inverse operators; and the Laplace transform. Prerequisite: 244. Credit, three hours. Mr. Davis.
- 365, 366 MODERN ALGEBRA, LINEAR ALGEBRA. A study of general algebraic systems. Beginning with the most simple algebraic system, the set, the study proceeds through groups, rings, and fields. Second semester includes a study of vector spaces and linear transformations, matrices, and determinants. Prerequisite or parallel: 244. Credit, three hours. Mrs. Spooner.

- 368 ADVANCED CALCULUS I. Prerequisite: 244. Credit, three hours. Mr. Davis.
- 411 ADVANCED CALCULUS II. Prerequisite: 368. Credit, three hours. Mr. Davis.
- 457 MODERN COLLEGE GEOMETRY. This course is designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction is given to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: 365 or permission from the department. Credit, three hours. Mrs. Troy.
- 487, 488 MATHEMATICS SEMINAR. Open only to seniors in mathematics. Credit, one hour. Mr. Davis.
- Ed. 385M METHODS OF TEACHING SECONDARY MATHEMATICS. Credit, three hours. Mrs. Preston.

Courses are also available at North Carolina State University, under the inter-institutional cooperation plan, in Theory of Equations, in Intermediate and Advanced Differential Equations, in History of Mathematics, in Boundary Value Problems, in Numerical Analysis, in Computer Science, and in Statistics.

Students who wish advanced study and research in Mathematics should consult with the departmental chairman and arrange for it under Special Study 300.

Music

W. David Lynch, *Associate Professor, Chairman*
 Harry E. Cooper, *Professor*
 Stuart Pratt, *Professor*
 Beatrice Donley, *Associate Professor*
 Phyllis Weyer Garriss, *Assistant Professor*
 James L. Clyburn, *Assistant Professor*
 Isabelle Haeseler, *Assistant Professor*
 Jane W. Sullivan, *Instructor*
 June Whitley Burbage, *Part-time Instructor*

Courses in the Department of Music fall into several groups: cultural courses in history and appreciation designed primarily

for students not specializing in music; courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher); courses in theory and composition designed to furnish a solid background for the understanding and interpretation of music as well as to develop fully the creative ability of the individual; and instruction in applied music, leading to artistic performance.

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are necessary prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Bachelor of Arts, Major in Music

The Bachelor of Arts is intended for the student who wishes music to be part of a total liberal-arts program, or for selected students who may wish to do graduate study in musicology, music history, or composition. It is a non-professional degree, and it is not intended to prepare the student for a graduate program in applied music. Complete details of this program will be available for students matriculating in the fall of 1970.

Bachelor of Music, Major in Applied Music

The Bachelor of Music with a major in Applied Music is a professional program, intended to prepare the student for a career in teaching and performance; includes a solid foundation of liberal arts. Students planning a vocation in church music should also choose this program, taking organ or voice as the principal applied study and electing practical courses in church music, as well as religion courses.

Complete details of the four-year Bachelor of Music program will be available to students matriculating in the fall of 1970.

Music Education

Students in the Music Education program have taken the Bachelor of Arts degree, through the academic year 1969-1970. The following required courses have been included:

Theory 101, 102.....	6 hours
Theory 221, 222.....	6 hours

History of Music 363, 364.....	6 hours
Form and Analysis 353, 354.....	4 hours
Methods 385, 386*.....	6 hours
Wind Instruments 365, 366.....	2 hours
String Instruments 367, 368.....	2 hours
Orchestration 494	2 hours
Conducting 497	2 hours
Chorus	2 hours
Piano and voice*.	

The Music Education program is also being revised during 1969-1970; complete details of the new program will be available in the fall of 1970.

Equipment and Facilities The Department of Music is housed in the Wesley Norwood Jones Auditorium and Fine Arts Building, constructed in 1950. Seven grand pianos, twenty-three upright pianos, two three-manual organs, two two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching.

Performance Requirements All majors in music are expected to perform regularly in their principal and secondary applied fields. Bachelor of Arts music majors and music education majors appear at least once each year in Student Recitals and present at least one-fourth of a Senior Recital (fifteen minutes' minimum). Applied music majors in the Bachelor of Music program appear at least once each semester (except the first semester of the freshman year) in Student Recitals and present a partial Junior Recital and a full Senior Recital.

Student Recitals Student recitals are held often. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts The Raleigh Concert Music Association and Friends of the College bring a number of orchestras and artists to Raleigh each season. Concerts given by the Raleigh Oratorio Society, the Chamber Music Guild, and other local organizations are also open to students. Members of the faculty of the Department of Music are active as recitalists; and students themselves provide a number of musical programs.

* Music Education majors must study both piano and voice until they fulfill the requirements for Freshman Piano and Freshman Voice.

Theory

- 101, 102 **THEORY.** Elementary introduction to the theory of music with emphasis upon the melodic, rhythmic, and harmonic structure of music and the development of musicianship. Prerequisite: Theory 101 before 102. Required of freshmen majoring in music. Credit, three hours each semester. Miss Haeseler.
- 221, 222 **THEORY.** A continuation of Theory 101, 102. Review of harmonic practice followed by a study of modulations, seventh chords, chromatic alterations as exemplified in the works of the major baroque, classic, and romantic composers. Prerequisite: Theory 102 before 221, and 221 before 222. Required of sophomores majoring in music. Credit, three hours each semester. Mr. Lynch.
- 233 **MUSIC FUNDAMENTALS.** The student will study pitch, scales, keys, and key signatures, rhythm and time signatures, rhythmic reading and elementary chords and their functions. There will be included melodic, harmonic, and rhythmic dictation, and basic keyboard harmony. Not open to students who have completed Theory 101, 102. Credit, three hours. Miss Haeseler.
- 351, 352 **COUNTERPOINT.** Strict counterpoint in all five species and a study of the medieval modes. Required of juniors majoring in organ. Prerequisite: Theory 222 before 351, and 351 before 352. Credit, two hours each semester. Mr. Cooper.
- 353, 354 **FORM AND ANALYSIS.** An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata. Required of juniors majoring in music. Prerequisite: Theory 222 before 353, and 353 before 354. Credit, two hours each semester. Mr. Cooper.
- 491 **COMPOSITION.** Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the student. Prerequisites: Counterpoint 352, Form and Analysis 354. Credit, three hours. Staff.
- 494 **ORCHESTRATION.** A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full

orchestras. Prerequisites: Theory 222, Counterpoint 352. Credit, two hours. Mrs. Garriss.

- 498 CANON AND FUGUE. A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint. Required of seniors majoring in organ. Prerequisite: Counterpoint 352. Credit, two hours. Mr. Cooper.

History and Literature

- 226 APPRECIATION OF MUSIC. A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Credit, three hours. Mrs. Garriss.
- 363, 364 THE HISTORY OF MUSIC. The development of musical art from ancient times to the present. The study of music as literature, through the analysis of masterworks. Required of students majoring in music. Prerequisite: Music Theory 102 or permission of the instructor. Credit, three hours each semester. Mr. Lynch.
- 387, 388 CHURCH MUSIC. A course dealing with all phases of music in the Protestant church. Organization and administration of adult and children's choirs, with extensive survey of anthems and other materials. Study of hymns and their use, and consideration of the ministry of music as an aid to worship. Prerequisite: Theory 101, 102. Credit, three hours each semester. Mr. Lynch.
- 401 DEVELOPMENT OF THE SYMPHONY. The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes familiar with them. The styles of different composers and the development of orchestration emphasized. The writing of a research paper of small thesis proportions based primarily on the study of scores and recordings used in the course. Prerequisite: Music History 364 or Music Appreciation 226. Credit, two hours. Mrs. Garriss.
- 402 SURVEY OF CHAMBER MUSIC LITERATURE. The history of chamber music emphasizing the forms and styles of various periods and composers. Student-faculty performances of chamber works

whenever possible. Score-study and recordings of about fifteen outstanding chamber works so that the student becomes very familiar with them. Prerequisite: Music History 364 or Music Appreciation 226. Credit, two hours. Mrs. Garriss.

Music Education

- Ed. 286 Mus. GRADED MATERIALS AND METHODS. This course is recommended for all prospective teachers at the elementary level, especially those preparing to teach in North Carolina. Designed to lead the primary education teacher toward an understanding of the presentation of singing, rhythmic, instrumental, listening, and creative activities to the child in grades one through six, the course is presented through a sequence of related activities. Not open to students who have completed Ed. 385 Mus. Prerequisite: Music 233 or permission of the department. [BLOCK COURSE.] Credit, three hours. Miss Haeseler.
- 357 THE TEACHING OF THE PIANO. Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. A survey of piano literature. Credit, three hours. Mr. Pratt.
- 361 THE TEACHING OF STRING INSTRUMENTS. A short resume of the history of string instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement. Credit, three hours. Mrs. Garriss.
- 365, 366 WIND AND PERCUSSION INSTRUMENTS. A practical study of the technique of two brass instruments, one woodwind, and one percussion instrument. Required of majors in music education. Credit, one hour each semester. Miss Haeseler.
- 367, 368 STRING INSTRUMENTS. A practical study of string instruments with emphasis on violin. Required of majors in music education. Credit, one hour each semester. Mrs. Garriss.
- Ed. 385 Mus. MATERIALS AND METHODS FOR TEACHING VOCAL MUSIC IN THE ELEMENTARY SCHOOL. Survey of the materials and meth-

ods for the presentation of singing, rhythmic, instrumental, creative, and listening activities to the child in grades one through six. Prerequisite: Theory 102. Required of juniors majoring in music education. Credit, three hours. Miss Haeseler.

Ed. 386 Mus. MATERIALS AND METHODS FOR TEACHING VOCAL MUSIC IN THE SECONDARY SCHOOL. A study of the development characteristics of adolescents, with special attention to boys' changing voices; the general music class, including the unit method of study; rehearsal techniques; classroom management problems. Credit, three hours. Miss Haeseler.

493 FIELD WORK IN CHURCH MUSIC. Credit, three hours.

495a OBSERVATION AND DIRECTED TEACHING IN APPLIED MUSIC. The work to be done in connection with Theory 357 or 361, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement is directed teaching for the certificate. Prerequisites: Education and Music 357. Credit, three hours. Mr. Pratt.

497 CONDUCTING. Essentials in conducting, baton technique. Practical experience in conducting the college chorus. Required of students majoring in public school music and church music. Class meets three times weekly. Credit, two hours. Miss Haeseler.

Ensembles All music majors are required to participate in an ensemble each semester (except possibly the first semester of the freshman year). Credit for ensemble courses, however, may not exceed a total of four semester hours for Bachelor of Music candidates or two semester hours for Bachelor of Arts candidates.

Instrumental Ensemble Rehearsal and performance of works taken from the standard ensemble literature; open to all qualified students by arrangement with members of the music faculty. Credit, one hour each semester. Mrs. Garriss.

Vocal Ensemble Rehearsal and performance of literature covering material from Classical through Contemporary periods. Open only to qualified members of the Chorus, except by permission of the staff. Credit, one hour each semester. Miss Donley.

Chorus Two semesters required for all students majoring in music. Open to all students without audition. The Chorus as a whole, and groups selected from it, provide music for various College functions and give concerts on and off campus. Attendance at three one-hour rehearsals each week and at all performances required. Credit, one hour each semester. Mrs. Sullivan.

Meredith Singers A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Attendance at three hours of rehearsal weekly and at all performances required. Credit, one hour each semester. Mrs. Sullivan.

Orchestra An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. Symphony orchestra experience is encouraged by participation by qualified students in the North Carolina State University Symphony and in the Duke University Symphony Orchestra. Credit, one hour each semester. Mrs. Garriss, coordinator.

Accompanying The student will accompany at least one recital per semester to receive credit. Credit, one hour each semester.

Applied Music A student in the department of music who wishes to take part in public programs should consult with her respective teachers and the chairman of the department in advance.

All courses in applied music require at least three hours practice per week for each semester hour credit. For every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	3
2	2	6
3	2	9
4	2-3	12

No student may take more than eight semester hours of applied music per semester. Work in applied music is adjusted to suit the needs of each individual, but in general follows the outlines below.

Piano Mr. Pratt, Mr. Clyburn, Mrs. Burbage

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters freshman piano.

PREPARATORY PIANO. A maximum of six semester hours of this work for credit permitted.

FRESHMAN PIANO. Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn in D major, Mozart F major (K. 332), and Beethoven Op. 14, No. 2; the easier Chopin *Preludes, Valses, Mazurkas, Nocturnes*; other classical, romantic, and contemporary composers.

SOPHOMORE PIANO. Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

JUNIOR PIANO. Bach *Well-Tempered Clavier, Toccatas, Partitas*, etc.; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades*, etc.; other classical, romantic, impressionistic, and contemporary composers.

SENIOR PIANO. Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ Mr. Cooper, Miss Haeseler, Mr. Lynch.

FRESHMAN ORGAN. Manual and pedal technique. Bach *Orgelbuechlein, Eight Short Preludes and Fugues*, comparable works; Dupre *Seventy-Nine Chorales*; short pieces involving fundamentals of registration and use of expression pedals; hymn playing. Students beginning organ usually take two-thirds of their work in organ and one-third in piano.

SOPHOMORE ORGAN. Bach *Preludes and Fugues* of the first master period, *Chorale Preludes, Trio Sonatas*; works of Men-

delssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

JUNIOR ORGAN. Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

SENIOR ORGAN. Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin Mrs. Garriss.

FRESHMAN VIOLIN. Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

SOPHOMORE VIOLIN. Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

JUNIOR VIOLIN. Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

SENIOR VIOLIN. Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

*Orchestral
Instruments*

Courses in instruments other than those listed above are in some cases available upon request, when qualified instruction is available by members of the departmental faculty. Under the inter-institutional cooperation plan, lessons in instruments such as flute, trumpet, and clarinet are available at North Carolina State University. Credit is given on the same basis as other applied music.

Voice Miss Donley, Mrs. Sullivan.

PREPARATORY VOICE. A maximum of six semester hours of this work for credit permitted.

FRESHMAN VOICE. Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

SOPHOMORE VOICE. Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

JUNIOR VOICE. More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

SENIOR VOICE. Technical work continued, stressing flexibility. Total repertoire should include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Psychology

Gloria H. Blanton, *Associate Professor, Chairman*
Marie Mason, *Associate Professor*

Psychology 221 is a prerequisite for all other courses.

Requirements for a Major

A minimum of 24 semester hours including 221, 222 and 378 or their equivalents. It is expected that a major's program will include a seminar and some provision for individual or independent study or research.

- 221 GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior including such topics as growth and development, motivation, emotion, learning and thinking, and individuality and personality. Credit, three hours.
- 222 EXPERIMENTAL PSYCHOLOGY. An introduction to the literature and techniques of experimental psychology including such areas as sensory processes, perception, conditioning and problem solving. Quantitative treatment of data. Each student designs and

conducts an experiment. Two lectures and one two-hour laboratory.

- 231, 231S EDUCATIONAL PSYCHOLOGY. See Education 231 for description.
- 232 MENTAL HEALTH. Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. (Offered even-numbered years only.) Credit, three hours.
- 331 HUMAN GROWTH AND DEVELOPMENT. See Education 331 for description. A student may receive psychology credit for this course or 346 but not for both.
- 346 CHILD PSYCHOLOGY. See Education 346 for description.
- 351 BEHAVIOR DISORDERS. A study of major forms of behavior pathology including neuroses, psychoses, character disorders, alcoholism and drug addiction. (Offered in odd-numbered years only.) Credit, three hours.
- 355 SOCIAL PSYCHOLOGY. The interaction of the individual and society. Topics include development and change of attitudes, interpersonal relationships, leadership and group dynamics. (Offered in even-numbered years only.) Credit, three hours.
- 358 THEORIES OF PERSONALITY. A seminar in major contemporary theories of personality. Theories are evaluated in light of research findings. (Offered in odd-numbered years only.) Credit, three hours.
- 378 INTRODUCTION TO RESEARCH. See Sociology 378 for description.
- 456, 456F MEASURING AND GUIDING ADOLESCENT BEHAVIOR. See Education 456 for description.

Students who wish independent study in history and systems of psychology or a combination of independent study and supervised field learning in an agency offering psychological services should consult with the departmental chairman and arrange for it under Special Study 300.

Religion and Philosophy

Roger H. Crook, *Professor, Chairman*
Ralph E. McLain, *Professor*
Bernard H. Cochran, *Associate Professor*
Harold E. Littleton, Jr., *Assistant Professor*

Religion

- Requirements for a Major in Religion*
- 101, 102 Twenty-four hours. Prerequisite for all other courses: Religion 101 and 102 or 121.
- 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS. A study of the central meaning of the Bible. Credit, six hours. Staff.
- 121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY. A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Credit, three hours. Staff.
- 247 WORLD-WIDE CHRISTIANITY. The world mission of the Christian religion as it confronts the modern scientific age. Credit, three hours. Mr. McLain.
- 248 THE RELIGIONS OF MANKIND. A survey and analysis of the great religions of the world in their inter-relationships, with an effort to understand what would be an adequate religion for modern man. Credit, three hours. Mr. McLain.
- 265 THE PROPHETIC ELEMENT IN RELIGION. A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours. Mr. Crook.
- 266 PAULINE LITERATURE. The development of early Christian life and thought as found in the work and writings of Paul. Credit, three hours. Mr. Crook.
- 331 SOCIOLOGY OF RELIGION. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Credit, three hours. Mr. Crook.

- 351 LEADERSHIP IN RELIGIOUS EDUCATION. The principles and techniques of Christian leadership. Credit, three hours. Mr. McLain.
- 355 THEOLOGY AND CONTEMPORARY LITERATURE. A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined include Beckett, Camus, Kalfa, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours. Mr. Cochran.
- 361 HISTORY OF CHRISTIANITY. An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. Credit, three hours. Mr. Cochran.
- 364 RELIGION IN AMERICA. A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined. Credit, three hours. Mr. Cochran.
- 369 FOUNDATIONS OF CHRISTIAN THOUGHT. An introduction to Christian beliefs which explores such issues as the problem of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings include works by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. Credit, three hours. Mr. Cochran.
- 370 CHRISTIAN ETHICS. The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. Credit, three hours. Mr. Crook.
- 372 PSYCHOLOGY OF RELIGION. A study of the results of psychological analysis of religious experiences. Credit, three hours. Mr. McLain.
- 380 RELIGION IN CONTEMPORARY SOCIETY. A study of the interplay of religion and social, economic, and political changes. Credit, three hours. Mr. Crook.

- 387 SEMINAR. Open to students who have had a minimum of twelve hours in Religion. Credit, three hours. Staff.

Philosophy

- 223 INTRODUCTION TO PHILOSOPHY. A student-developed course. The method differs from year to year. Lectures, discussions, student reports on materials chosen by the reporters. Credit, three hours. Mr. Littleton.
- 352 HISTORY OF PHILOSOPHY. An introductory survey of the development of philosophical thought. Credit, three hours. Mr. Littleton.

Students who wish advanced study or research in Religion and Philosophy should consult with the departmental chairman and arrange for it under Special Study 300.

Sociology and Geography

Leslie W. Syron, *Professor, Chairman*
Vergean R. Birkin, *Assistant Professor*
Charles R. Tucker, *Assistant Professor*
Ruby Brooks, *Instructor*
Hugh Livingston Roberts, *Instructor*

Sociology

Either Sociology 221 or Sociology 271 is required as a prerequisite for all other courses in sociology. Prerequisites may be waived in exceptional cases.

Requirements for a Major in Sociology Twenty-four hours in sociology including 221, 222, 499, or their equivalents, and one course taught as a seminar.

221 or 221S PRINCIPLES OF SOCIOLOGY. A general introduction to the field of sociology and to methods used in sociological research. Credit, three hours. Staff.

- 222 SOCIAL PROBLEMS. An analysis of selected major problems in contemporary society; individual projects to give experience in simple research projects. Credit, three hours. Staff.

- 271 CULTURAL ANTHROPOLOGY. An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Credit, three hours. Miss Syron.
- 351 AMERICAN MINORITY PEOPLES. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Credit, three hours. Mr. Tucker.
- 352 CRIMINOLOGY. An analysis of the nature and extent of criminal behavior; current practices in crime control. Credit, three hours. Mr. Tucker.
- 363 THE COMMUNITY. A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships and social services. Credit, three hours. Mr. Tucker.
- 364 CONTEMPORARY SOCIETY. A seminar directed toward sociological analysis of social change in the southeastern states or other selected regions. Credit, three hours. Miss Syron.
- 372 COMPARATIVE CULTURES. An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. Credit, three hours. Miss Syron.
- 374 or 374F THE FAMILY. A study of the origin and structure of the family and its function as the basic institution of society; analysis of contemporary marriage and family experience. Credit, three hours. Mr. Tucker.
- 378 INTRODUCTION TO RESEARCH. An introduction to some basic methods of research in the behavioral sciences and to fundamental statistical concepts. Credit, three hours. Mr. Roberts.
- 497 or 497S INTRODUCTION TO SOCIAL WORK. A pre-professional course which includes directed activity in social welfare agencies. Credit, three hours. Mrs. Brooks.
- 499 or 499S INTRODUCTION TO SOCIAL THEORY. A survey of the history of social thought from ancient times, with particular emphasis on

contemporary sociological thought. Credit, three hours. Miss Syron.

Geography

- 201 or 201S ELEMENTS OF PHYSICAL GEOGRAPHY. An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Credit, three hours. Mr. Birkin.
- 202 WORLD REGIONAL GEOGRAPHY. A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or permission of the departments concerned. Credit, three hours. Mr. Birkin.
- 231 CONSERVATION OF NATURAL RESOURCES. An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever-growing problem of preservation for future generations. Credit, three hours. Mr. Birkin.
- 362 POLITICAL GEOGRAPHY. A study of the State as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, inter-state relations, foreign trade, colonies, and international organizations in their relation to the State. A systematic approach, with case studies. Credit, three hours. Mr. Birkin.

Students who wish advanced study or research in Sociology and Geography should consult the chairman of the department and arrange for it under Special Study 300.



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John A. Williams, Jr., Raleigh
Henry H. Wilson, Chicago, Illinois
William L. Wyatt, Raleigh

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<i>1969-1970</i>	Cleo Glover Perry, 1945, Zebulon, <i>Past President</i>
	Eula Hodges Boatright, 1929, Richmond, Virginia, <i>Vice President</i>
	Betty Rand Coward, ex 1956, Sylva, <i>Vice President, Asheville Division</i>
	Harriet Ashcraft Morris, 1949, Charlotte, <i>Vice President, Charlotte Division</i>
	Margaret Briggs Strickland, 1933, Rocky Mount, <i>Vice President, Elizabeth City Division</i>
	Mary Jane Warrick Brannan, 1954, Smithfield, <i>Vice President, Fayetteville Division</i>
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	Eliza Turner Bingham, ex 1933, Greensboro, <i>Alumna-at-Large</i>

Faculty

Helena W. Allen <i>Assistant Professor of Physical Education</i>	B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill. (1952).
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Janie S. Archer <i>Instructor in Health and Physical Education</i>	B.S., M.Ed., University of North Carolina at Greensboro. (1967).
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Hazel Baity <i>Librarian</i>	A.B., Meredith College; A.B. in L.S., University of North Carolina. (1941).
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Joe Baker <i>Business Manager</i>	A.B., Mississippi College. (1966).
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Joan P. Battle <i>Instructor in English</i>	A.B., Wake Forest University; A.M., Duke University. (1969).
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Lila Bell <i>Associate Professor of Education</i>	A.B., University of North Carolina at Greensboro; M.Ed., Duke University; Graduate Study, Columbia University, University of North Carolina at Chapel Hill. (1941).
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Jacqueline B. Beza <i>Instructor in Foreign Languages</i>	A.B., A.M., University of North Carolina at Chapel Hill. (1964).
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Vergean R. Birkin <i>Assistant Professor of Geography</i>	A.B., A.M., University of Colorado; Graduate Study, University of North Carolina at Chapel Hill. (1963).
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Gloria H. Blanton <i>Associate Professor of Psychology</i>	A.B., Wake Forest University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill. (1967).
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Martha L. Bouknight <i>Instructor in Mathematics</i>	A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Graduate Study, University of South Carolina, Wake Forest University. (1966).
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- Craven Allen Burris
Dean
Professor of History A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; M.A., Ph.D., Duke University. (1969).
- James L. Clyburn
Assistant Professor
of Music A.B., Elon College; M.S., Juilliard School of Music. (1958).
- Bernard H. Cochran
Associate Professor
of Religion A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University. (1960).
- Harry E. Cooper
Professor of Music A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory; Fellow, American Guild of Organists; Guy Weitz, London. (1937).
- Roger H. Crook
Professor of Religion A.B., Wake Forest University; Th.M., Th.D., Southern Baptist Theological Seminary; Graduate Study, Duke University. (1949).
- Helen P. Daniell
Assistant Professor of
Foreign Languages A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill. (1968).
- Charles A. Davis
Associate Professor
of Mathematics B.S., M.A.M., Ph.D., North Carolina State University. (1967).
- Beatrice Donley
Associate Professor
of Music B.M. (Voice), B.M. (Public School Music), West Virginia University; Voice with Horatio Connell, Juilliard School of Music; Voice with Adelaide Gescheidt, New York. (1942).
- Harry K. Dorsett
Associate Professor
of Education A.B., Wake Forest University; A.M., Columbia University; Graduate Study, George Peabody College for Teachers. (1941).
- James H. Eads, Jr.
Assistant Professor
of Biology A.B., University of Kansas; M.S., University of Alabama; Graduate Study, University of Alabama. (1958).

- Mildred W. Everette B.A., Atlantic Christian; A.M., North Carolina State
Instructor in English University. (1969).
- Louise E. Fleming A.B., Meredith College; A.M., Columbia University;
Special Assistant to Graduate Study, Union Theological Seminary, Univer-
the President sity of Chicago Divinity School. (1950).
- Robert G. Fracker B.S., East Tennessee State College; M.S., Appalachian
Assistant Professor State University; Graduate Study, Duke University.
of Education (1962).
- Lois Frazier B.S., University of North Carolina at Greensboro; M.S.,
Professor of Business University of North Carolina at Chapel Hill; Ed.D., In-
and Economics diana University. (1954).
- Phyllis W. Garriss A.B., B.M., Hastings College; M.Mus., Eastman School
Assistant Professor of Music. (1951).
of Music
- Rosalie P. Gates A.B., A.M., Ph.D., Duke University. (1965).
Assistant Professor
of History
- Margaret M. Gooch A.B., Texas Christian University; Ph.D., University of
Assistant Professor North Carolina at Chapel Hill. (1967).
of English
- Jane Greene A.B., Meredith College, A.B. in L.S., Emory Univer-
Assistant Librarian sity; A.M., Columbia University. (1945).
- Carolyn B. Grubbs A.B., Meredith College; M.A.T., Duke University;
Instructor in History Graduate Study, Columbia University. (1963).
- Frank L. Grubbs A.B., Lynchburg College; A.M., Ph.D., University of
Associate Professor Virginia. (1963).
of History
- Isabelle Haeseler B.S., Lebanon Valley College; M.S.M., Union Theo-
Assistant Professor logical Seminary; Graduate Study, Colorado Seminary,
of Music University of North Carolina at Chapel Hill. (1956).

- E. Bruce Heilman A.A., Campbellsville College; B.S., M.A., Ph.D., Pea-
President body College; LL.D., Wake Forest University; Grad-
 uate Study, University of Kentucky, University of
 Omaha. (1966).
- John B. Hiott A.B., Baylor University; B.D., New Orleans Baptist
Registrar Theological Seminary. (1968).
- Sally M. Horner B.S., Ph.D., University of North Carolina at Chapel
Assistant Professor Hill. (1965, 1967).
 of Chemistry
- Sonnet W. House B.S., University of Utah; A.M., University of North
Instructor in History Carolina at Chapel Hill. (1968).
 and Political Science
- Luke Huggins (1969).
Director of Equitation
- Helen H. Jones A.B., A.M., University of North Carolina at Greens-
Instructor in English boro. (1969).
- Mary Bland Josey A.B., Meredith College; Graduate Study, University of
Director of Admissions Tennessee, University of Reading, England. (1953).
- John T. Kanipe, Jr. B.S., M.Ed., North Carolina State University. (1968).
Executive Director
 of Development
- Ione K. Knight A.B., Meredith College; A.M., University of Pennsyl-
Associate Professor vania; Ph.D., University of North Carolina at Chapel
 of English Hill. (1956).
- William R. Ledford A.B., Berea College; A.M., State University of Iowa;
Assistant Professor of Graduate Study, Middlebury College, University of
 Foreign Languages North Carolina at Chapel Hill. (1957).
- Sarah M. Lemmon B.S., Madison College; A.M., Columbia University;
Professor of History Ph.D., University of North Carolina at Chapel Hill.
 (1947).

- Harold E. Littleton, Jr. B.S., Clemson University; B.D., Southern Baptist Theological Seminary; Graduate Study, Vanderbilt University. (1968).
Assistant Professor of Religion
- W. David Lynch B.M., Oberlin College; M.M., Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris. (1969).
Associate Professor of Music
- Dorothy F. McCombs A.B., Meredith College; M.S. in L.S.; University of North Carolina at Chapel Hill. (1961).
Assistant Librarian
- Ralph E. McLain A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; Graduate Study, Columbia University, University of Chicago. (1945).
Professor of Religion
- Margaret C. Martin A.B., Meredith College; A.M., Columbia University. (1953,1964).
Director of Alumnae Affairs
- Marie Mason A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky. (1969).
Dean of Students Associate Professor of Psychology
- Jay D. Massey B.S., University of North Carolina at Greensboro; A.M., New York University. (1957).
Assistant Professor of Health and Physical Education
- Jo Anne Nix A.B., Agnes Scott College; M.F.A., University of Georgia. (1966).
Assistant Professor of Art
- Charles B. Parker, Jr. A.B., George Washington University; B.D., Th.M., Southeastern Baptist Theological Seminary. (1967).
College Minister
- Annie Sue P. Parnell A.B., A.M., East Carolina University. (1965).
Instructor in Business
- Thomas C. Parramore A.B., A.M., Ph.D., University of North Carolina at Chapel Hill. (1962).
Assistant Professor of History

- Leishman A. Peacock A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; Graduate Study, Columbia University. (1948).
Professor of English
- Ann B. Peaden A.B., B.S., East Carolina University; A.M., Middlebury College. (1968).
Instructor in Foreign Languages
- Ruth B. Phillips A.B., Fort Hays Kansas State College; A.M., Kansas State College. (1965).
Instructor in English and Speech
- Stuart Pratt A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; Two years in Berlin; Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri. (1942).
Professor of Music
- Dorothy K. Preston A.B., Meredith College; A.M., Columbia University; Graduate Study, North Carolina State University. (1961).
Assistant Professor of Mathematics
- David R. Reveley A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia. (1955).
Professor of Education
- Grove Robinson A.A., Mars Hill College; B.F.A., M.F.A., Columbia University. (1965).
Instructor in Art
- Norma Rose A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University. (1937).
Professor of English
- Nona Joan Short A.B., University of Mississippi; A.M., University of Wisconsin; Graduate Study, University of Munich. (1966).
Instuctor in Foreign Languages
- Evelyn P. Simmons B.S., Georgia State College for Women; M.S., University of Tennessee; Graduate Study, University of Florida, Duke University, University of North Carolina at Chapel Hill. (1962).
Assistant Professor of Economics
- Paul E. Smith B.S., Campbell College; M.S., North Carolina State University. (1967).
Instructor in Biology

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|---|--|
| LaRose F. Spooner
<i>Instructor
in Mathematics</i> | A.B., Tift College; M.A.T., Duke University. (1967). |
| Marilyn M. Stuber
<i>Assistant Professor
of Home Economics</i> | B.S., M.S., University of Nebraska; Graduate Study, North Carolina State University. (1965). |
| Jane W. Sullivan
<i>Instructor in Music</i> | A.B., B.Mus., Meredith College; Graduate Study, University of North Carolina at Chapel Hill. (1966). |
| Leslie W. Syron
<i>Professor of Sociology</i> | A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill. (1945). |
| Charles R. Tucker
<i>Assistant Professor
of Sociology</i> | A.B., Delta State College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Graduate Study, University of North Carolina at Chapel Hill. (1966). |
| Leonard White
<i>Associate Professor
of Art</i> | A.B., A.M., University of North Carolina at Chapel Hill. (1964). |
| Catherine Whittaker
<i>Assistant Dean of Students</i> | B.S., Radford College; M.R.E., Southern Baptist Theological Seminary. (1967). |
| John A. Yarbrough
<i>Professor of Biology</i> | A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; Graduate Study, Northwestern University. (1943). |
| Mary Yarbrough
<i>Professor of Chemistry
and Physics</i> | A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University. (1928). |

Part-Time Faculty Members

- | | |
|--|--|
| Ruby H. Brooks
<i>Instructor in Sociology</i> | A.B., Meredith College; B.R.E., Southern Baptist Theological Seminary; M.S.S.W., University of Louisville. (1968). |
| Clara R. Bunn
<i>Assistant Professor of
Chemistry and Physics</i> | A.B., Meredith College; M.S., Ph.D., North Carolina State University. (1969). |

- June W. Burbage A.B., Meredith College; M.M., University of North
Instructor in Music Carolina at Chapel Hill. (1969).
- Margaret E. Clark B.S., Flora MacDonald College; Graduate Study, Cor-
Instructor in nell University, North Carolina State University. (1967).
Home Economics
- Kay A. Friedrich B.S., Graduate Study, Michigan State University.
Instructor in (1967).
Home Economics
- Katalin Y. Galligan A.B., Veres Palne, Hungary; A.M., Indiana University;
Assistant Professor of Ph.D., University of North Carolina at Chapel Hill.
Foreign Languages (1969).
- Ruby T. Miller B.S., Appalachian State University; M.S., University of
Assistant Professor of Tennessee. (1969).
Home Economics
- Robert W. Morgan A.B., B.D., A.M., Duke University. (1967).
Instructor in
Foreign Languages
- Hugh L. Roberts A.B., Elon College; A.M., Appalachian State Univer-
Instructor in Sociology sity. (1968).
- Edith S. Stevens A.B., Marshall University; A.M., Columbia University;
Instructor in M.Ed., University of North Carolina at Chapel Hill.
Foreign Languages (1969).
- Frances W. Stevens A.B., Mary Washington College; A.M., New York Uni-
Instructor in versity. (1961).
Physical Education
- Virginia Swain B.S., A.M., University of North Carolina at Greensboro.
Assistant Professor of (1967).
Home Economics
- Frank C. Townsend B.S., North Carolina State University; A.M., Peabody
Instructor College. (1969).
in Mathematics

Frances P. Woodard A.B., Meredith College; A.M., University of North
Assistant Professor
of English Carolina at Chapel Hill. (1968).

Faculty Emeriti

Ellen Dozier Brewer A.B., Meredith College; B.S., A.M., Columbia Univer-
Professor of
Home Economics sity.

Carlyle Campbell A.B., A.M., Wake Forest College; LL.D., University of
President South Carolina, Wake Forest College, Graduate Study,
 Columbia University.

Ernest F. Canaday A.B., William Jewell College; A.M., Missouri Univer-
Professor
of Mathematics sity; Ph.D., Duke University.

L. E. M. Freeman A.B., Furman University; A.M., Harvard University;
Professor of Religion B.D. Newton Theological Institution; Th.D., Southern
 Baptist Theological Seminary.

Mae F. Grimmer A.B., Meredith College.
Director of Alumnae
Affairs

Mary Lynch Johnson A.B., Meredith College; A.M., Columbia University;
Professor of English Ph.D., Cornell University; L.H.D., Wake Forest Uni-
 versity.

Ira O. Jones Ph.B., University of Chicago; A.M., Ph.D., University
Assistant Professor
of Sociology of Nebraska.

Ethel Tilley A.B., Ohio Wesleyan University; A.M., Ph.D., Boston
Professor of Psychology University.

B. Y. Tyner A.B., Buie's Creek Academy; A.M., Wake Forest Col-
Professor of Education lege; Graduate Study, George Peabody College.

Lillian Parker Wallace A.B., University of Denver; M.S., North Carolina State
Professor of History College; Ph.D., Duke University.

Administration

E. Bruce Heilman (1966), Ph.D., LL.D., *President*
Carlyle Campbell (1939-1966), A.M., LL.D., *President Emeritus*
Craven Allen Burris (1969), Ph.D., *Academic Dean*
Joe Baker (1966), A.B., *Business Manager and Treasurer*
John T. Kanipe, Jr. (1968), M.Ed., *Executive Director of Development*
Marie Mason (1969), Ph.D., *Dean of Students*
John B. Hiott (1968), B.D., *Registrar and Assistant to the Academic Dean*
Mary Bland Josey (1953), A.B., *Director of Admissions*

Office of the President E. Bruce Heilman (1966), Ph.D., LL.D., *President*
Louise E. Fleming (1950), A.M., *Special Assistant to the President*
Lois S. Renfrow (1953), *Administrative Secretary to the President*
Gayle A. Pratt (1967), *Secretary to the President*

Academic Affairs

Office of the Dean Craven Allen Burris (1969), Ph.D., *Academic Dean*
John B. Hiott (1968), B.D., *Registrar and Assistant to the Academic Dean*
Pat P. Martin (1969), *Secretary to the Academic Dean*
Sue R. Todd (1968), A.B., *Records Secretary*
Linda N. Johnson (1968), A.A., *Secretary to the Registrar*

Library Hazel Baity (1941), A.B. in L.S., *Librarian*
Jane Greene (1945), A.B., A.M. in L.S., *Assistant Librarian*
Dorothy F. McCombs (1961), A.B., M.S. in L.S., *Assistant Librarian*
Alma Jo Hall (1968), A.B., *Assistant*
Lorraine D. Price (1969), A.B., *Assistant*
Rebecca Anders (1968), *Secretary*

Long Range Planning Gloria H. Blanton (1967), Ph.D., *Coordinator*

Business Affairs

- Business Office* Joe Baker (1966), A.B., *Business Manager and Treasurer*
Gwen P. Davis (1963), A.B., *Chief Accountant*
Virginia Scarboro (1961), A.A., *Secretary to the Business Manager*
Margaret L. Johnson (1958), *Cashier-Secretary*
Pauline I. Gay (1964), *Bookkeeper*
Deanna S. Podell (1969), *Accounting Clerk*
- College Store* Dru M. Hinsley (1953), A.B., *Manager*
Ruth L. Gower (1959), *Assistant*
Jean Schulenburg (1969), *Assistant*
Rebecca Tucker (1968), *Assistant*
- Office Supplies and Services* Betty Sue Johnson (1964)
- Food Services* Hoyt Taylor (1969), *Manager*
- Dormitories* Frances E. Thorne (1961), *House Director*
Lucille Dandridge (1961), *Assistant House Director*
Mary W. Liles (1960), *Laundry Supervisor*
- Buildings and Grounds* Harry Simmons (1949), *Superintendent*
- Switchboard* Cleo Sauls (1968), *Operator*

Student Personnel Services

- Office of the Dean of Students* Marie Mason (1969), Ph.D., *Dean of Students*
Elizabeth B. Jones (1965), B.S., *Assistant Dean of Students*
Catherine Whittaker (1967), B.S., M.R.E., *Assistant Dean of Students*
Betty Jean Yeager (1948), A.B., *Secretary to the Dean of Students*
- Admissions* Mary Bland Josey (1953), A.B., *Director*
Barbara Sue Ennis (1966), A.B., A.M., *Assistant Director*
Shera Jackson (1969), A.B., *Admissions Counselor*

Audrey Gardner (1969), *Financial Aid Assistant*
Mary K. Hamilton (1956), *Secretary*
Madra Nelson (1969), *Secretary*

Religious Activities Charles B. Parker, Jr. (1967), B.D., Th.M., *College Minister*

Health Services William J. Senter (1950), M.D., *College Physician*
Lucy H. Saunders (1958), R.N., *Nurse*
Pauline Bone (1968), R.N., *Nurse*

Development Affairs

Office of Development John T. Kanipe, Jr. (1968), B.S., M.Ed., *Executive Director of Development*
Charles W. Patterson, III (1968), A.B., *Associate Director of Development, Director of Estate Planning*
Nelle C. Mowrey (1968), *Administrative Secretary*
Margaret D. Hatfield (1969), *Secretary*
Anne C. Parker (1969), *Secretary*

Information Services Carolyn C. Robinson (1958), A.B., *Director*
Barbara S. Baird (1969), B.S., *Secretary*

Alumnae Affairs Margaret C. Martin (1953), A.B., A.M., *Director*
Elizabeth H. Ponton (1964), A.B., *Assistant*
Evelyn R. Posey (1962), *Secretary*
Hannah B. Carter (1964), A.B., *Secretary*

Degrees Conferred in 1969

<i>Bachelor of Arts</i>	Allred, Mrs. Margaret Janice Price.....	Raleigh
	Ancell, Edith Jennings.....	Richmond, Va.
	Aretakis, Evanthia Vurnakes.....	Raleigh
	Ashby, Lou Ellyn.....	Mount Airy
	Ashcroft, Elaine Marie.....	Raleigh
	Atkins, Mrs. Diane Elizabeth Jones.....	Pickens, S. C.
	Avery, Linda Odessa.....	Crouse
	Baird, Mrs. Sue Evans Plyler.....	Albemarle
	Barbour, Emily Gordon.....	Hamlet
	Barnett, Linda Lee.....	Henderson
	Barton, Kathryn Joyce Reaves.....	Mount Olive
	Batson, Rebecca Louise.....	Burgaw
	Bell, Mrs. Eleanor Amelia White.....	Colerain
	Bell, Sarah Louise.....	Hamlet
	Best, Mrs. Ellen Hope Derby.....	Goldsboro
	Bickett, Sylvia Louise.....	Spencer
	Boone, Jacquelyn Ann.....	Raleigh
	Brady, Carolyn Elizabeth.....	Wallace
	Bridgen, Janet Louise.....	Williamston
	Bruton, Betty Sue.....	Mount Gilead
	Burgiss, Mrs. Mary Janet Brandon.....	Yadkinville
	Burrows, Linda Carole.....	Beaufort
	Burt, Anita Rodwell, <i>Cum Laude</i>	Durham
	Byrd, Evelyn Jean.....	Charlotte
	Campbell, Judith Ann, <i>Cum Laude</i>	Salisbury
	Carr, Dorothy Lawanna.....	Warsaw
	Carr, Mrs. Linda Ann Collier.....	Fayetteville
	Carter, Evelyn Gertrude, <i>Cum Laude</i>	Winston-Salem
	Childress, Marilyn Olive, <i>Magna Cum Laude</i>	Lutherville, Md.
	Cole, Virginia Duke.....	Richmond, Va.
	Comas, Elizabeth Anne.....	Winston-Salem
	Cook, Mrs. Eva Nancy Blalock.....	Raleigh
	Craven, Jean Webster.....	Sanford
	Critcher, Cheryl Wynne.....	Williamston
	Crook, Jo Ann.....	Skyland
	Dickens, Mrs. Martha Sue Lankford.....	Murfreesboro
	Douglas, Mrs. Josie Woodard.....	Knightdale
	Dyer, Mrs. Ruth Ann Walters.....	Wake Forest
	Emmons, Mrs. Josephine Chadwick.....	Norristown, Pa.
	Felton, Janet Lee.....	Norfolk, Va.

Ferens, Mary Catherine.....	New Bern
Fields, Hollis Ann.....	Fayetteville
Fletcher, Janet Susan.....	Charlotte
Foster, Moora Louise.....	Springfield, Va.
Frampton, Carrie Lee, <i>Cum Laude</i>	Hartsville, S. C.
Freeman, Sandra.....	Mount Olive
Gant, Donna Jean.....	Richmond, Va.
Garrett, Mary Elizabeth.....	Raleigh
Golding, Elizabeth Jane.....	Santurce, Puerto Rico
Goodrich, Kay Alexandra.....	Henderson
Graham, Linda Carol.....	Camden, S. C.
Gray, Mrs. Delores Louise Little.....	Clayton
Griffin, Mary Dianne.....	Williamston
Gudger, Mrs. Sally Burt.....	Raleigh
Hamill, Sandra Lee.....	Enfield
Hamilton, Janet Marie.....	Atkinson
Hanson, Donna Lee.....	Cary
Hardenburg, Mary Ann.....	College Park, Md.
Harris, Linda Jane.....	Rutherfordton
Helms, Linda Marie.....	Goldsboro
Hendricks, Mrs. Sharon Rachel Pierce.....	Raleigh
Henry, Margaret Ann.....	Dunn
Herring, Carol Ann, <i>Cum Laude</i>	Fairmont
Hill, Diane Marie.....	Winston-Salem
Hinson, Nancy Jane.....	Belmont
Hitchings, Mrs. Ann Maynette Peterson.....	Ahoskie
Hollingsworth, Linda Jo.....	Winston-Salem
Hooks, Edith Lynn.....	Fremont
Hooks, Neta Kathryn.....	Goldsboro
Horton, Del Cross.....	Whaleyville, Va.
Hout, Susan Lynn.....	Charlotte
Huggins, Kate Allen.....	Louisburg
Hyland Karen Elizabeth.....	Charlotte
Jackson, Carolyn Elizabeth.....	Huntington, W. Va.
Jackson, Shera Ann.....	Durham
Johnson, Ida Kay.....	Clinton
Johnson, Marianne	Raeford
Johnson, Melanie Karin, <i>Cum Laude</i>	Dunn
Josey, Suzanne Robertson.....	Roanoke Rapids
Kennedy, Judy Patricia.....	Statesville
Kisèr, Helen Rebecca.....	Lincolnton
Knott, Cynthia Kelly.....	Smithfield

Lee, Martha Caroline.....	Greensboro
Lindsay, Wanda Ruth	Moyock
Little, Cornelia Anne.....	Salisbury
Longest, Mrs. Georgia Cheryl Hall, <i>Cum Laude</i>	Wallace
McColman, Sarah Ann.....	Faison
McCurry, Betty Jean.....	Shelby
McDuffie, Nancy Lynn.....	Red Springs
McGinnis, Martha Ingle.....	Maiden
McNeill, Barbara Sharon.....	Raleigh
McNeill, Betty Jean	Red Springs
McNeill, Elaine Carol.....	Rockingham
Maiden, Peggy Anne.....	Zebulon
Main, Paula Lynne.....	Greensboro
Millsaps, Laura Kathryn.....	Mooreville
Mitchell, Dianne Elizabeth, <i>Magna Cum Laude</i>	Fairmont
Moore, Mrs. Carolyn Rothwell Todd.....	Raleigh
Morrison, Mrs. Linda Lee Pulliam.....	Cary
Neel, Sondra Rose.....	Sebring, Fla.
Nicholson, Mrs. Sandra Lynn Martin.....	Raleigh
Osborne, Patricia Ann.....	Greensboro
Park, Judy Ann.....	Charlotte
Pattishall, Mrs. Kathryn Patricia Holden, <i>Cum Laude</i>	Raleigh
Payne, Mrs. Mary Watson Nooe.....	Raleigh
Peacock, Patricia Lynn.....	Durham
Peoples, Mrs. Ginger Louise Rhodes.....	Fayetteville
Perry, Carolyn Ann.....	Durham
Perry, Mrs. Sarah Marshall Bost.....	Louisburg
Phillips, Martha-Gatlin.....	Charlotte
Pilloud, Barbara Jean.....	Raleigh
Pretlow, Anne Abbitt.....	Suffolk, Va.
Price, Virginia Carol, <i>Cum Laude</i>	High Point
Pridgen, Mary Angela.....	Richmond, Va.
Pritchard, Barbara Ann.....	Asheville
Queen, Kathryn Lee.....	Shelby
Rawlinson, Mary Agnes.....	Southern Pines
Rawls, Mrs. Helen Rogers Via.....	Raleigh
Rich, Lucy Helen.....	Wake Forest
Ritter, Dale Aubrey.....	Burlington
Rivers, Beatrice Helen.....	Morganton
Robertson, Joyce, <i>Cum Laude</i>	Madison
Roebuck, Phyllis Virginia.....	Robersonville
Rogerson, Helen Bernice.....	Edenton

Rose, Mrs. Cheryl Lynn Gulley.....	Nashville
Salmon, Mary Thomas.....	Sanford
Sears, Linda Louise, <i>Magna Cum Laude</i>	Morrisville
Senter, Mary Neil.....	Raeford
Sherrill, Mrs. Janice Elaine Joyner, <i>Cum Laude</i>	Concord
Shipp, Mary Jewel.....	Clinton
Simms, Mary Helen.....	Lynchburg, Va.
Sizemore, Brenda Kay.....	Asheville
Smith, Alice Ann, <i>Cum Laude</i>	Wadesboro
Smith, Penny.....	Statesville
Snyder, Rebecca Anne.....	Asheville
Southerland, Susan.....	Goldsboro
Soyars, Donna Lynn, <i>Magna Cum Laude</i>	Raleigh
Sparks, Carolyn Lamb, <i>Cum Laude</i>	Danville, Va.
Starkey, Nancy Bruce.....	Suffolk, Va.
Strother, Mrs. Jayne Crawford Mason.....	North Wilkesboro
Stroud, Nancy Carol.....	Kinston
Summerlin, Mrs. Mary Frances Simpson.....	Clinton
Tatum, Marsha Dale.....	Midlothian, Va.
Taylor, Mrs. Barbara Kaye Neville.....	Enfield
Tew, Michele Starling.....	Clinton
Thomas, Mrs. Susan Sprunt.....	Raleigh
Thompson, Martha Hann.....	Glen Allen, Va.
Thompson, Mrs. Rebekah June Stallings.....	Wilmington
Tutterow, Claudia Marie.....	Mocksville
Tyre, Mrs. Sandra Faye Vernon.....	Milton
Tysinger, Mrs. Betty Glyn Kirkpatrick.....	Southern Pines
Vaden, Frances Page.....	Richmond, Va.
Wall, Barbara Leonora.....	Raleigh
Walston, Catherine Ann, <i>Magna Cum Laude</i>	Farmville
Ward, Paula Fran.....	Whiteville
Ware, Annelise Simonne.....	Richmond, Va.
Ware, Suzanne Bresch.....	Richmond, Va.
Watson, Margaret Louise.....	Bailey
Weeks, Olivia Leigh.....	Red Oak
Whitehurst, Gwendolyn Joyce.....	Tarboro
Williams, Mrs. Doris Eldridge.....	Raleigh
Williams, Melba Reta.....	Sims
Wilson, Mrs. Marion Erwin Dalrymple, <i>Cum Laude</i>	Charlotte
Winn, Mrs. Brenda Joyce Helms.....	Monroe
Wood, Donna Patricia.....	Annandale, Va.
Wood, Virginia Sue.....	Leaksville

	Woodbury, Cathryn Ann.....	Asheboro
	Wright, Judy Ann.....	Mount Airy
	Wright, Mrs. Suzanne Truman Carpenter.....	Lynchburg, Va.
	Wyche, Maud Shaw.....	Hallsboro
	Young, Clara Jo.....	Cary
<i>Bachelor of</i>	Billington, Pamela Lynn.....	Wilmington
<i>Music</i>	Porter, Elizabeth Grey.....	Roseboro

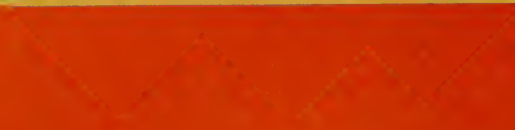
Summary of Enrollment for 1969-70

<i>First Semester</i>	Candidates for Bachelor of Arts Degree			
	Seniors		155	
	Juniors		210	
	Sophomores		254	
	Freshmen		327	
TOTAL CANDIDATES FOR DEGREES			946	
Special Students			67	
TOTAL ENROLLMENT, REGULAR SESSION....			1,013	
<i>Summer Session, 1969</i>	Candidates for Bachelor of Arts Degree			81
	Special Students			16
	TOTAL ENROLLMENT, SUMMER SESSION			97
	Less (For Duplication)			—78
	NET ENROLLMENT			1,032
<i>By States and Foreign Countries</i>	Alabama	2	Pennsylvania	4
	California	1	South Carolina	30
	Connecticut	2	Tennessee	1
	Delaware	4	Virginia	104
	Florida	8	West Virginia	3
	Georgia	7		
	Kentucky	3	Finland	1
	Maryland	5	Guatemala	1
	Michigan	1	Kenya	1
	North Carolina	758	Venezuela	1
	New Jersey	3		
	New York	3	TOTAL	946
	Ohio	3		

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March 1971



Meredith College

Bulletin





During the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life. These changes are the products of self-study that began some four years ago and continue. Details will be made available to students who matriculate in 1971.

meredith college

BULLETIN

CATALOGUE ISSUE

1971-72

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Series 64

MARCH 1971

No. 1



Dear Student:

In the beginning of your search for a college, you will review a number of college catalogues. If, however, you already know Meredith as the college of your choice, you will be seeking to understand better what Meredith has to offer. So, whether you know or whether you are seeking to discover, these pages should be an adventure in learning.

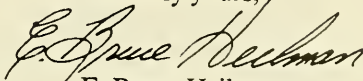
Learning is the reason for Meredith College. The road to learning is the reason for this catalogue. You will discover in these pages the purpose of the college, some of its history, the requirements for admission, the courses offered, and other information, including the qualifications of the faculty. But much about Meredith is in spirit, tradition, atmosphere, and environment and cannot be recorded here.

We at Meredith appreciate our small, liberal arts, church-related college for women. We demand a great deal and expect even more of those who choose to study here. We know that the years in college determine the style of life. Thus our approach embodies religious considerations and encourages those aspects of living which are natural and desirable for the good life.

Education at Meredith is not thought of as a "time out" of life but rather a "time in" life when one questions, searches, and studies to discover the truths which, when understood in the light of the ultimate truth, give freedom to live on the highest plane and in the best way.

I believe you will find Meredith a special place for a serious approach to education and a satisfying experience in living.

Sincerely yours,

A handwritten signature in dark ink, reading "E. Bruce Heilman". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

E. Bruce Heilman
President

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College Calendar 1971-72

<i>Summer Session, 1971</i>	June	7	Monday	Registration and first day of classes
		9	Wednesday	Last day for schedule changes
		12	Saturday	Regular class day
		26	Saturday	Regular class day
	July	9	Friday	Last day of classes
		10	Saturday	Final examinations
<i>Fall Semester, 1971</i>	August	20	Friday	Arrival of all new students
		24	Tuesday	New student registration
		25	Wednesday	Continuing student registration
		26	Thursday	First day of classes
	September	6	Monday	Labor Day holiday
		8	Wednesday	Last day to add a class
		22	Wednesday	Last day to drop a class with "W" grade
	October	13-15	Wed.-Fri.	Examinations in block courses
		25	Monday	Mid-term reports due
	November	23	Tuesday	Thanksgiving recess begins at 5:00 p.m.
		29	Wednesday	Classes resume at 8:00 a.m.
	December	8	Wednesday	Last class day
		9	Thursday	Reading day
		10-18	Fri.-Sat.	Examinations
<i>Spring Semester, 1972</i>	January	5	Wednesday	Registration day
		6	Thursday	First day of classes
		19	Wednesday	Last day to add courses
		28	Friday	Last day to file for graduation in 1972
	February	2	Wednesday	Last day to drop a course with "W" grade
		25	Friday	Founders' Day
		28	Monday	Mid-term reports due
	Feb. 29-Mar. 2		Tues.-Thurs.	Examinations in block courses

March	2 Thursday	Spring recess begins at 5:00 p.m.
	13 Monday	Classes resume at 8:00 a.m.
	30 Thursday	Easter recess begins at 5:00 p.m.
April	4 Tuesday	Classes resume at 8:00 a.m.
May	2 Tuesday	Last day of classes
	3 Thurs.-Fri.	Examinations
	14 Sunday	Commencement

1971

JAN.	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
FEB.	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28						
MAR.	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
APR.	1	2	3	4	5	6	
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Correspondence Directory

Please address inquiries as indicated below:

Academic Records, *Registrar*
Admissions, *Office of Admissions*
Advancement Program, *Office of Development*
Alumnae Matters, *Director of Alumnae Affairs*
Business Matters, *Business Manager and Treasurer*
Educational Programs, *Dean of the College*
Employment of Students, *Business Manager and Treasurer*
Equitation, *Director of Equitation*
Expenses, *Business Manager and Treasurer*
News Items, *Office of Information Services*
Student Aid, *Office of Admissions*
Student Interests, *Dean of Students*
Student Recruitment, *Office of Admissions*
Student Reports, *Registrar*
Summer School, *Dean of the College*
Transcripts, *Registrar*

Visitors are always welcome at Meredith. Write the Office of Admissions for information and for arranging tours of the campus.



Meredith College

Meredith College

Past and Present The rich heritage enjoyed by the Meredith student of today had its beginnings in the year 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. The result was the creation of a committee "to consider the establishment of a female seminary of high order." Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to that committee and subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." So Baptist Female University came into being in 1891, its founding date and the year in which it was chartered by the State Legislature. By 1899 it had matured sufficiently to accept students. And ten years later it was given the name *Meredith College* in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present West Raleigh home in 1926.

Meredith's five presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; and Earl Bruce Heilman, 1966—.

Features that make learning unique at Meredith today combine its location, its history, its objectives, and the student it seeks. Not only Meredith's past, but her present and future design is that of a woman's college, an educational institution of high quality in the liberal arts, and a college in which the Christian perspective will be the integrative principle of all that comprises the college program.

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, education, and other professions or fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

Purpose

Meredith College is a member of the Southern Association of Colleges and Schools and the Association of American Colleges. The College is a member of the National Association of Schools of Music and a constituent member of the Council on Social Work Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

Accreditation





Location Meredith's campus occupies 225 acres on the western edge of Raleigh. Easily accessible, it is bounded by U. S. Highways 1 and 64, as well as by North Carolina's Highway 54 Expressway to the State's famed Research Triangle. Raleigh, an educational and cultural center, is the home of six colleges and universities. And within a radius of 30 miles are two other major universities.

Campus Buildings JOHNSON HALL, at the front center of the campus, is the administration building which houses reception rooms and all administrative offices, except those of the Alumnae Association.

The CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This new air-con-

ditioned building is named in honor of Meredith's fourth president, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 60,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette.

HUNTER HALL provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic dark-room, and a reception room. An adjacent greenhouse is available for experimental purposes.

THE ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. The Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones, houses a 1,030-seat auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in this building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room.

THE COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Dr. Harry E. Cooper, former Department of Music Chairman for over 30 years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing

built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching and practice.

THE WEATHERSPOON PHYSICAL EDUCATION - RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool and offices for the Health, Physical Education and Recreation Department. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, AND TWO NEW DORMITORIES, yet unnamed, are the residence halls which accommodate 140-170 students each. These multi-story buildings follow the suite arrangement of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor; and students may have them installed in their rooms. Pressing rooms, social rooms, kitchenettes, and hair drying facilities are conveniently located in the dormitories.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most dormitories by covered breezeways. Air conditioning has recently been installed, and the building has been completely refurbished.

THE DELIA DIXON CARROLL INFIRMARY is one of the new buildings on the campus; it is well-equipped and completely air-conditioned.

THE MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the college. There are also a reception room and a kitchen for social events.

A student supply store, traditionally known as the "BEE HIVE," offers for sale all textbooks needed for courses at Meredith plus a wide selection of paperbacks. Snacks, cosmetics, school supplies, and a number of other articles may also be purchased there. The college post office adjoins the store.

THE HUT, a log cabin near Meredith's four-acre lake, is now used as a coffee house at designated times.

THE MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

Planned for the immediate future is a new college and continuing education center. Longer range planning calls for a chapel and additions to Joyner and Hunter Halls.

COOPERATING RALEIGH COLLEGES. Meredith is a member of a consortium through which she cooperates with other Raleigh institutions of higher education—Peace, St. Mary's, and St. Augustine's Colleges, North Carolina State and Shaw Universities—to afford the faculties and facilities of all six to the students of all. Meredith students may take courses on all campuses for credit.

*The Wider
Campus*

STUDY ABROAD. Study in foreign countries is available at Meredith through its cooperation in several organizations that sponsor such programs. Summer courses in conjunction with travel as well as a full year's study at a foreign university are available.

DREW UNIVERSITY. Through an arrangement with Drew University, Madison, New Jersey, Meredith students may spend one semester in study at Drew University. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project.





Admission

Admission

Students are accepted for admission as candidates for the degree of Bachelor of Arts or Bachelor of Music, either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained at Meredith. The College grants admission to qualified students without regard to race or creed.

Procedure for Admission Communications about entrance should be addressed to the Director of Admissions, who, upon request, will mail an application for admission. Applications, with the appropriate fee, should be returned to the Office of Admissions.

The freshman applicant should submit test scores as described below and have the proper school official send a certified academic record showing units, grades, and rank in her graduating class. The student applying for advanced standing should request that a complete transcript of her college work be sent to the Office of Admissions at the close of the first semester if she is currently enrolled in college; immediately after she files application if she is not currently enrolled.

Each student will be notified concerning her admission as promptly as possible after records have been evaluated. When an applicant is notified that she qualifies academically for admission, she is then sent a medical form to be completed by her physician. A dormitory placement sheet is sent later by the Dean of Students to each student who expects to live on the campus.

Admission Requirements for Freshmen SECONDARY SCHOOL WORK. For admission to the freshman class, the applicant must offer a minimum of sixteen units of credit accumulated in grades nine through twelve. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

Of the sixteen units the following are recommended: four units in English, the completion of the second year of algebra, one unit in geometry, and a minimum of two units in at least one foreign language. Additional academic units, to total at least thirteen, shall be chosen from language, history, social studies, mathematics, and natural science. Three additional units may be chosen from the above subjects or from electives approved by Meredith.

The Admissions Committee will consider the applicant whose secondary-school units differ from the recommended program if the overall course program and quality of work have been strong.

The student's rank in class, which reflects the quality of work performed in secondary school, is an important determinant of her admission. Ordinarily a student is expected to rank in the upper half of her graduating class. In September, 1970, seventy-four per cent of the freshmen entering ranked in the upper quarter of their graduating classes.

COLLEGE BOARD EXAMINATIONS. Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board. For admission purposes at Meredith, this test should be taken no earlier than March of the junior year and no later than January of the senior year. It is usually recommended that an applicant complete the Scholastic Aptitude Test by November or December of her senior year.

For 1971-72, the three-hour Scholastic Aptitude Test, administered at several centers in each state, will be given *during the morning* on the following dates:

November 6, 1971	March 4, 1972
December 4, 1971	April 15, 1972
January 8, 1972	July 8, 1972

The student should write well in advance of the desired date to the College Entrance Examination Board, Box 592, Princeton, New Jersey, and request a Bulletin of Information and a descriptive booklet, both publications obtainable without charge. (These publications often may be obtained from high school

officials.) The Bulletin gives detailed information about fees (\$5.75 for the Scholastic Aptitude Test); the cities where the examination centers are located; and the dates when applications are to be returned for each date listed above. The descriptive booklet, entitled *A Description of the College Board Scholastic Aptitude Test*, gives a brief description of the test and sample test questions.

Each student considering Meredith should indicate on the test application card that she wishes the report of her scores to be sent to Meredith College, Raleigh, N. C. 27611 (Code No. 5410).

CREDENTIALS FOR ADULT STUDENTS. A freshman applicant who is 23 years of age or older will submit the same credentials as the usual college age freshman except that in some instances, she may be advised by the Office of Admissions to substitute other standardized test scores for the College Board examination scores. For information relative to earning credit as a Special Student, see page 23.

Early Decision Plan The college welcomes applications under this plan from the well-qualified student who definitely desires to enter Meredith. The applicant should take the Scholastic Aptitude Test before her senior year in high school.

She should file application for admission by October 15 of her senior year, requesting in an accompanying letter that her application receive an "early decision" and certifying that she is therefore applying only to Meredith. On the basis of the applicant's junior-year test scores, her three-year high school record, together with a notice of courses being pursued in the senior year and recommendations from school officials, the admissions office will accept the qualified applicant by November 15 of her senior year. Dormitory students will be requested to make an advance payment of \$100.00 by December 15. This advance payment is not refundable.

If, however, credentials do not justify early acceptance, the applicant will be notified in the fall either that her application has been rejected or that action on the application will be deferred until the spring semester. In the case of deferment, the student may be asked to repeat the Scholastic Aptitude Test on the

December or January testing date. She will, of course, be free to file applications at other institutions if she desires.

Superior high school students may enroll as special students in approved courses in the Meredith College summer session immediately prior to their senior year in high school. Admission to the summer session for a rising high school senior is based on her secondary school record, scores on the Preliminary Scholastic Aptitude Test and/or other standardized tests, the school principal's or counselor's recommendation of the student's readiness to do college-level work, and the principal's or counselor's approval of the student's taking particular courses.

*College
Credits
through
Summer
School for
High School
Juniors*

Application forms, which can be obtained by writing the Office of Admissions, along with supporting credentials should be filed in the Office of Admissions by May 1. As promptly as possible after an applicant's records have been evaluated, the Director of Admissions will notify the applicant of the decision on her application to enroll in summer school courses.

On request of the student, college credit will be granted at Meredith College for successful performance in courses after the student graduates from high school. The student who enrolls as a freshman at another college or university will have to consult that institution about how it will treat the college credit earned by her prior to her senior year in high school.

Advanced placement and academic credit toward the degree will be given to the student who receives a grade of 5 or 4 on the Advanced Placement Examinations of the College Entrance Examination Board, subject to the approval of the department concerned. Some departments may consider credit for a grade of 3. Information about these examinations, which are administered in May, can be obtained from College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

*Advanced
Placement
and Credit*

Examination by individual departments is another way for the student to receive advanced placement and academic credit toward the degree. This level of achievement may have been reached through any means. Request for consideration for credit on this basis should be made prior to entrance and should be directed to the Dean and the departments concerned.

Admission Requirements for Advanced Standing To be admitted for advanced standing at Meredith, the student is expected to have an overall "C" average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. If the student has less than twenty-eight semester hours of college credit at the time of application, she must meet admissions requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances, a student having twenty-eight or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

All college level work attempted, except orientation and physical education activity courses, is considered in computing the over-all grade average. No more semester hours for a course are ever calculated in the grade average, however, than the number of hours credit carried by the course. Any student having a "C" average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff.

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools, or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith.

A candidate from another college will be given provisional credits which must be validated by success in work undertaken at Meredith or by examinations. In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of either year in a junior college.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring

at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major.

A student who was previously enrolled but who did not complete the previous semester should apply for re-admission to the Director of Admissions. A special application form, which must be returned with a \$5.00 non-refundable fee, will be sent to her for this purpose. If she has earned credits at other institutions since last attending Meredith, official transcripts of her record at those institutions must be submitted, together with a statement of honorable dismissal.

*Re-admission
of Former
Students*

If a student desires to return to the college after an absence of more than a year she will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent catalogue.

A part-time student is understood to be one qualifying for a degree who enrolls for not more than 10 credit hours a semester. Such a student will meet the entrance requirements outlined above.

*Part-time
Students*

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.
2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript, or by a covering letter from the institution that granted the degree.
3. A student who is 23 years of age or older may enroll as a special student without fulfilling the admission requirements for degree candidates and may receive a maximum of 15 semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After 15 semester hours of credit is earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admission policies and procedures.

*Special
Students*

A prospective special student should report to the Office of the Registrar by the opening day of a term.

Condition of Admission Every person admitted to the college as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable, without the necessity of specifying charges or assigning reasons for suspension or exclusion.

Orientation-Registration Each resident student, upon arrival in the city, should enroll promptly at the office of the Dean of Students. Residence halls will be open to receive freshmen and transfer students at 10:00 a.m. on Friday, August 20. The orientation program begins at 8:30 a.m. on Saturday, August 21. Registration for new students is scheduled for Tuesday, August 24.

The freshman or transfer student is expected to take part in the special program arranged for the opening week. Included in this program will be an introduction to the health services, instruction in the use of the library, some social events, interest and personality tests, registration, and talks on various phases of college life.

Summer Session 1971 During the summer of 1971 the college will operate a five-weeks term beginning June 7 and ending July 10. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in August may begin some regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. The maximum amount of credit is seven semester hours for the summer session (i.e., three hours each for two courses meeting daily with one hour of applied music).

Full information about the summer session may be obtained by writing to the Dean of the college.

See page 22 for information about the admission of superior high school juniors to the summer session.



Student Life

Student Life

Development of the whole individual during her college years quite naturally becomes a concern of the Christian college. All of life on the campus, then, is directed toward that objective.

Students Meredith's students do not live in an isolated college community. Their locale is Raleigh, a city of more than 100,000 people. Added to that population count each year are about 15,000 students who are enrolled in other colleges and universities in the city. And Meredith participates in a program of co-operation between the other campuses in Raleigh. Meredith students carry out student teaching in the Raleigh and Wake County Schools; they gain experience in social agencies, local churches, and state agencies, including archives and history, the Morehead School for blind children, and Dorothea Dix Hospital. They also have opportunity to observe the operations of state government.

Most of Meredith's students come from all sections of North Carolina, but about sixteen other states and several foreign countries are represented in the student body.

A long-cherished tradition and the basis of all life at Meredith is the Honor System. Founded upon the premise that dishonesty of any nature has no place in the Meredith community, the system demands of each student personal integrity and responsible citizenship. It is the Honor System and the spirit it engenders that unites the students to form a community in which the freedom and trust essential to intellectual growth and maturity prevail.

*Honor
System*

Its operation entrusted to the student body, the Honor System depends for its effectiveness upon each student's belief in the principles underlying the system and her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself. If she is aware of a violation of a regulation by another student, she is expected to see that the offender reports herself and thereby meets her obligations under the system.

A booklet expanding the meaning of the Honor System is mailed by the admissions office to every student who requests an application blank for admission to the college.

As a Christian college, Meredith encourages the spiritual growth of its students. A full-time College Minister gives them guidance and counsel in their organized work and in their individual problems. Each February a series of services looking toward deeper spiritual thinking and experience for members of the college community is arranged by the Minister and student committees.

Religious Life

Meredith also seeks to foster its purpose and function as a church-related college by holding regular convocations and services of worship. Because Meredith is small enough for its constituency to gather at one time, it is possible to set a major goal impossible for a larger campus; namely, the creation and development of a whole community. In this, Meredith seeks to pioneer and establish trends rather than merely to copy the activities or practices of others.

For these reasons attendance at convocations and worship services is required. The period from 10:00-11:00 a.m. is reserved

for such activities each Monday, Wednesday, and Friday. In general, Monday is designated for Student Assembly, Wednesday for worship, and Friday for convocations.

Health The infirmary is under the direction of two graduate nurses and the College Physician. It is maintained not only for care of the sick but for the teaching of good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The College Physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of knowledge and observance of the general laws of health.



A student health blank furnished by the college, following acceptance of the student, must be completed and mailed directly to the Director of Admissions, Meredith College, Raleigh, N. C. 27611.

All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes. These appointments, as well as those with other physicians and dentists, are made through the college infirmary.

Meredith students live in the college dormitories unless they are living in their own homes or with near relatives. *Residence*

Students should bring with them towels, sheets, pillows, pillow cases, bedspreads, and all other bed coverings likely to be needed. Rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the rooms more attractive.

Each student may have laundered each week two sheets, two pillow cases, one bedspread, four terry cloth items, and one bath mat.

With the aid of a faculty committee, students make their own residence regulations through the Student Government Association. Residence regulations are necessary for the well-being of the individual student and the general good of all resident students. A pleasant, orderly environment is important for college dormitory living. *Residence Regulations*

The *Student Handbook*, which is sent to all entering students in the summer prior to their entrance in September, outlines in detail these and other regulations.

STUDENT GOVERNMENT ASSOCIATION. Each student in coming to Meredith accepts college citizenship involving self-government under the honor code. On this concept, so defined in the constitution of the Student Government Association, community living is based. All Meredith students are thereby members of the Student Government Association, the chief purpose of which is the promotion of a high sense of honor as the basis of all student government policy. Through the effective functioning of the honor code, the Association seeks to regulate the life of *Student Organizations*



the students for the good of all concerned. The leadership of the Association is composed of three elected groups: the Legislative, Judicial, and Student Activity Boards, and an Executive Committee composed of the Student Government president and representatives from each board. The Student Life Committee confers with these boards on major matters of student welfare and policy. The Student Government Association holds regular meetings, at which time the students have an opportunity to discuss matters of special interest to them.

RELIGIOUS ORGANIZATIONS. The religious activities of the students are under the general direction of the Meredith Christian Association, its council including the officers of the Baptist Student Union, other auxiliary organizations, and a representative of students belonging to churches other than Baptist. Vespers and Family Altar provide worship opportunities. And study

groups are held throughout the year for helpful thinking and working together. Parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Association. One week each year is set aside as Religious Emphasis Week, at which time Christian leaders from outside the college community are invited to direct student thinking in all areas of life.

THE MEREDITH RECREATION ASSOCIATION. The Meredith Recreation Association cooperates with the Department of Health and Physical Education in planning a wide range of recreational activities. Archery, badminton, basketball, bowling, equitation, field hockey, golf, softball, volleyball, and tennis are among the activities offered. The four classes compete in the presentation of an original dramatic production on Stunt Night.

SOCIETIES. The societies, the Astrotekton and the Philaretian, have been in existence since the early days of the college. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written by one of its members during the academic year.

HONOR SOCIETY. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

THE SILVER SHIELD. Selection for membership in the honorary leadership society of the college is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

SIGMA ALPHA IOTA. Music majors and candidates for the Bachelor of Music degree who meet the scholastic requirements and have the approval of the music faculty are eligible for membership in Sigma Alpha Iota. This national music fraternity for women encourages students by both awards and scholarships.

CHORAL ENSEMBLES. The Meredith Chorus, the Meredith Singers, and the Meredith Ensemble, directed by members of

the music faculty, appear in concert regularly throughout the college year.

THE MEREDITH PLAYHOUSE. The Meredith Playhouse provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Meredith Playhouse who excel in its activities.

DEPARTMENTAL CLUBS. A means of cultural enrichment is offered students in the various departmental clubs. These are the International Relations Club, the Elizabeth Avery Colton English Club, the Creative Writing Club, the Barber Science Club, the Art Club, the French Club, the German Club, La Tertulia Spanish Club, the Canaday Mathematics Club, the Home Economics Club, the Sociology Club, the Tyner Student N.E.A., the Granddaughters' Club, the Hoof Print Club, the Monogram Club, the Price Latin Club, the Freeman Religion Club, Psi Chi (Psychology), and Tomorrow's Business Women. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Publications **THE TWIG**, the student newspaper, is issued bi-weekly.

THE ACORN is a literary journal published four times during the college year.

OAK LEAVES is the college yearbook.

Social and Cultural Opportunities Whether in the fun of campus traditions or the dignity of more formal occasions such as the annual reception for new students and the Christmas dinner, the Meredith student finds social opportunities within her own college community. But Meredith's proximity to other colleges and universities adds a variety of additional events in which students participate.

The City of Raleigh is also known for its educational and cultural opportunities. World reknown musicians, artists, lecturers, and entertainers in other categories are frequently in the vicinity. On the campus, too, are planned lectures and concerts designed to make education at Meredith a well-rounded one.



Expenses and Financial Aid

Expenses

<i>General Fees</i>	Tuition (including instruction, library, lectures and recitals, academic administration) for the year.....	\$1,500.00
	Residence (including room and board, laundry, infirmary service, maintenance) for the year.....	1,000.00
		\$2,500.00
<i>Non-Residents</i>	Tuition (as above for more than 10 hours).....	\$1,500.00
<i>Semester Fees</i> Applied Music		
	Regular Students	
	one half-hour lesson a week.....	\$ 40.00
	two half-hour lessons a week.....	\$ 70.00
	Part-time and special students	
	taking applied music for credit	
	one half-hour lesson a week.....	\$ 40.00
	two half-hour lessons a week.....	\$ 70.00
	Plus course fee of \$55.00 for each credit hour.	
	Part-time and special students (for no credit)	
	one half-hour lesson a week.....	\$ 70.00
	two half-hour lessons a week.....	\$125.00
	Use of practice room, with piano,	
	one hour daily.....	9.00
	For each additional hour.....	6.00
	Use of organ, one hour daily.....	30.00 to 50.00
	Use of practice room, without piano, one hour daily.....	5.00
	For each additional hour.....	4.00
	Course fee, for special and part-time students, for each credit hour for 10 hours or less	55.00
	Education 495 or 495S.....	40.00
	Golf	5.00
	Swimming	5.00

Home Economics 493 or 493S	
(Additional fee of \$10.00 per week for non-resident students).....	45.00
Home Economics 356.....	10.00
Horseback Riding:	
Full-time students (two hours a week).....	75.00
Special students (one lesson a week).....	65.00
Special students (two lessons a week).....	100.00

Graduation fee, including diploma.....	\$ 20.00	<i>Special Fees</i>
Gymnasium clothes (approximate cost).....	12.00	
Late registration	5.00	
Late payment of regular and special fees.....	5.00	
Change of course during drop-add period.....	5.00	
Transcript of academic record (after first copy).....	1.00	
X-ray in Infirmary	10.00	
Fluoroscope in Infirmary.....	5.00	



Terms of Payment A fee of \$15.00 accompanies the application of each new student. This fee is not refundable.

FOR RESIDENT STUDENTS. An advance payment of \$100.00 for a student now in college who wishes to reserve a room for next session must be paid before February 15. This fee will be credited to the account of the student who re-enters. \$85.00 will be refunded if the request is received by May 1.

A new student is required to make an advance payment of \$100.00 on or before May 1. For the student accepted after April 21 the deposit must be made within ten days after acceptance. This payment is not refundable.

The balance is payable as follows:

At the beginning of the first semester.....	\$650.00
On October 11 the balance of the amount for the first semester.	
At the beginning of the second semester.....	\$750.00
On March 13 the balance of the amount for the second semester.	

FOR NON-RESIDENT STUDENTS. At the beginning
of each semester.....\$450.00
On October 11 the balance of the amount for
the first semester will be due. On
March 13 the balance for the second semester
will be due.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the college and its patrons. Neither the President nor the Business Manager modifies these regulations without specific authorization from the Board of Trustees.

In view of the prevailing uncertainty as to cost of labor and materials, the college reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will, of course, be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been

made with the Business Manager. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Education Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60603; and The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

A Junior or Senior planning to be a missionary will receive, *Miscellany* on certification by her local church, an allowance of \$100.00 on her expenses for the year.

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-ray, and fluoroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves, except for a proportionate refund which is allowed on board charges.

Financial Aid

Meredith College offers a program of student aid which seeks to meet the financial need of each of her students. All full-time degree candidates—including freshman and transfer applicants, dormitory and day students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.



The Need Concept While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this college. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.

Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges, universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.

The financial aid committee at the college works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith. *The Award*

Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need. *Renewal of Aid*

Aid Available at Meredith

MEREDITH COLLEGE MERIT SCHOLARSHIP. Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from Finalists who have specified Meredith College as their college choice. Stipends range from \$100 to \$1,500 per year, depending upon financial need as estimated by the National Merit Scholarship Corporation. *Competitive Scholarships*

MEREDITH COLLEGE HONOR SCHOLARSHIPS. Each year ten Honor Scholarships are awarded to outstanding freshman applicants, and two Honor Scholarships are available for junior college graduates who have superior academic credentials. Recipients of these awards are designated as Meredith Scholars.

An applicant for admission who wishes to be considered for such an award should file a financial aid application in the Office of Admissions. Finalists in this competition will be invited to the campus in March for a week-end meeting with the faculty selection committee. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability.

The amount of each Honor Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. An applicant who does

not need financial assistance is required to file a Meredith College financial aid application only. If selected as a recipient, her award will be \$100.

An Honor Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all work taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the Scholar's degree of financial need. A Parents' Confidential Statement must be filed each year unless the Scholar is receiving the minimum award.

MUSIC TALENT SCHOLARSHIPS. Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration.

An applicant for admission who wishes to be considered for a Music Talent Scholarship should file a financial aid application in the Office of Admissions. The amount of each talent scholarship varies from \$100 to \$800 per year according to the recipient's financial need as indicated through the Parents' Confidential Statement. A student who does not need financial aid may apply for the minimum scholarship of \$100 by filing only the Meredith College financial aid application.

Finalists in the Music Talent Scholarship Competition will be invited to the campus in March for auditions and interviews with the music faculty. Recipients are chosen solely on the basis of talent, previous accomplishments, and potential achievement in the field of music.

A Music Talent Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all music courses taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the recipient's financial need. A Parents' Confidential Statement must be filed each year unless the recipient is receiving the minimum award.

SCHOLARSHIPS. In addition to the competitive scholarships, *General* Meredith has available numerous general scholarships for both *Scholarships* entering and continuing students who need financial assistance. *and Grants* The amount of the awards varies according to the individual needs of the applicants. Scholastic achievement as well as qualities of leadership receive proper consideration in the selection of scholarship recipients.

GRANTS-IN-AID. A few grants-in-aid with amounts varying according to financial need, are awarded by Meredith to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients. The recipients must have done creditable work and have shown promise of academic success at Meredith.

Friends of the College have established funds to provide the *Endowed* following scholarships: *Scholarships*

The J. T. J. Battle Scholarships (four)
The Z. M. Caveness Scholarship
The Mr. and Mrs. John E. Efird Scholarships (two)
The Myrtle Hart Farmer Scholarship
The Hester P. Farrior Scholarship
The Fuller B. Hamrick Scholarship
The Ella Greenwood Holcomb Scholarship
The Mr. and Mrs. W. H. Matthews Scholarship
The Mary Wingo Meredith Scholarship
The Thomas P. Pruitt Memorial Scholarship
The Emma Barber Towler Scholarships (two)
The Mollie B. Wyatt Scholarship

Other friends have established funds and have restricted them as described below.

THE JULIA HAMLET HARRIS SCHOLARSHIP. A scholarship established in memory of Dr. Harris, a long-time professor and head of the department of English at Meredith. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

THE PERRY-HARRIS SCHOLARSHIP. A scholarship given by Dr. Julia Hamlet Harris in memory of her mother, Mrs. Ella Perry

Harris. This scholarship is offered to an entering student of high scholastic ability or to a student who has completed at least one year of study and ranks in the upper fifth of her class.

THE MARY LYNCH JOHNSON SCHOLARSHIP. A \$450 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement and financial need.

THE CAROLYN PEACOCK POOLE SCHOLARSHIP. An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. It is for the purpose of encouraging worthy juniors and seniors noted for their Christian character, for their leadership and executive abilities, and for furthering their education in contemporary English and literature.

THE MARTHA McKEEL WHITEHURST SCHOLARSHIP. A scholarship, currently valued at \$300 per year, has been established by the husband and family of Mrs. Whitehurst in honor of her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Virginia. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, South Carolina.

THE WILLIAMS SCHOLARSHIP FUND. Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help and encourage deserving students to pay their way through college. The students must intend to go into *foreign* missionary work (not in the continental U. S. or Canada) in, preferably though not restricted to, Latin America. The amount will be determined by the students' need.

THE LILLIE GRANDY SCHOLARSHIP FUND. Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income from this fund makes available eight \$300 scholarships.

Applicants must be residents of Camden County or Pasquotank County, N. C. and must have completed the first year at Meredith College and "have proven to the faculty during their freshman year that they have intellectual ability and sterling character." These scholarships may be renewed during the junior and senior years if in the judgment of the faculty the recipients prove themselves worthy.

Earnings from the following funds are available for loan purposes: *Loan Funds*

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O. S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The John M. W. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Dr. and Mrs. Thomas M. Stanback Loan Fund
The W. A. Thomas Student Loan Fund

One loan fund is restricted as follows:

THE IDA POTEAT LOAN FUND. This fund has been provided by alumnae for juniors and seniors. Application blanks will be furnished upon request addressed to the Director of Alumnae Affairs, Meredith College.

THE AGNES COOPER MEMORIAL AWARD. A fifty dollar award given by members of the faculty in the department of music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors. *Awards*

THE IDA POTEAT SCHOLARSHIP. A \$200 scholarship given to a rising senior by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1939. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the college.

THE HELEN PRICE SCHOLARSHIPS. The Kappa Nu Sigma Honor Society awards a scholarship valued at \$100 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The Society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Campus Employment Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in the various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$125 to \$350 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

Federal Assistance Programs In addition to its own programs of financial assistance, Meredith College offers aid through the Federal programs listed below.

EDUCATIONAL OPPORTUNITY GRANTS. These grants have been established by the Federal Government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial need as well as promise of academic success on the college level. Such students must be accepted for enrollment on a full-time basis or must be currently enrolled and in good standing. Educational Opportunity Grants range from \$200 to \$1,000 a year; an EOG award must be matched with other student aid funds approved under this program.

NATIONAL DEFENSE STUDENT LOANS. These loans constitute a program for students needing financial assistance who have been accepted for full-time enrollment or who are currently enrolled students in good standing. An undergraduate may borrow up to \$1,000 each academic year if needed and if funds al-

lotted the College permit. The student has an obligation to repay her loan with three percent interest within a ten-year period after graduation.

The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or in an institution of higher learning, as much as half of the loan is cancelled at the rate of ten percent for each year of teaching service. A borrower who becomes a full-time teacher in a school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan at the rate of fifteen percent per year.

COLLEGE WORK-STUDY PROGRAM. Meredith College participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of family income and financial need can earn money for college by working in their home communities during the summer. Applicants approved for admission to the College as well as currently enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, desig-

*Application
Procedures
for Aid from
Meredith*

nating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the Financial Aid Office a Meredith College financial aid application and a Parents' Confidential Statement-Renewal Form. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the Financial Aid Office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.

Notification of Awards All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

Other Sources of Aid Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

GUARANTEED LOAN PROGRAM. This particular program, generally known as the *Insured Loan Program* in North Carolina, is a plan of borrowing designed to help students from middle or upper-income families. Through this program, established by the federal government, an undergraduate may borrow up to \$1,500 per year at seven percent simple interest: i.e. at a rate of seven percent per year on the unpaid principal balance.

For students from families with adjusted incomes of less than \$15,000 per year, the Federal Government will pay the seven percent interest during the in-school period. The repayment period begins nine months after a borrower ceases to be enrolled as a student. In addition to the principal, the borrower will pay an insurance fee of one-half of one percent from the date of incurrence and the seven percent interest due during the repayment period.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their programs through the United Student Aid Funds, Inc. The Office of Admissions at Meredith has additional information about these low-cost educational loans.

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP LOAN FUND. In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$600 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of four percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from your guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

THE WINSTON-SALEM FOUNDATION. A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is four percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

VOCATIONAL REHABILITATION. Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

VETERANS ADMINISTRATION AND SOCIAL SECURITY BENEFITS. The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.



Academic Program

The Academic Program

Meredith College offers a curriculum designed to assist the student, living and working as a free person within a community of learners, to progressively seek a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field. Also, the newly-installed Freshman Colloquium, designed to challenge the freshman student to face contemporary issues, is of particular significance. In recognition of achievement in these two intellectual thrusts—general and particular—Meredith confers either the degree Bachelor of Arts or Bachelor of Music. The experience and the degrees provided at Meredith form the basis for accomplishment in many areas of modern living: graduate study, teaching, business, social service, homemaking, medicine, law, church related vocations, music, politics, and others.

Teacher education constitutes a particularly significant portion of the academic program. This program is carefully integrated into the overall academic program in such a way as to insure that all strengths of the College contribute to the success of teacher education. Teacher education is thus a major concern not only of the Department of Education but also of all those departments in which teachers are certified. Each department contributes to the planning of the program and accepts with the Department of Education responsibility for joint supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with college requirements of a sound base in the arts and sciences and a subject-major, we aim at developing a stimulating individual who by both training and interest will prove an enriching teacher of the young and at the same time satisfy her own intellectual needs beyond the classroom. Thereby, Meredith seeks to provide for the future teacher Christian, intercultural, experiences which will result in racially integrated learning, social concern, and professional growth.

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts or Bachelor of Music must complete at least 120 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

*Requirements
for All
Degree
Candidates*

A candidate for the Bachelor of Arts degree must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field, but the Collège seeks to provide optimum opportunity for choice in the selection of specific courses.

*Requirements
for the
Bachelor
of Arts
Degree*

I. Prescribed Subjects

A. ENGLISH COMPOSITION3 hours

B. LITERATURE6 hours

1. A three-hour survey of major British authors *and*
2. A three-hour course in English, American, or World literature; or any literature course in a foreign language.

C. FOREIGN LANGUAGE0-12 hours

Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.

D. RELIGION6 hours

1. A six-hour introduction to the Old and New Testaments *or*
2. A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion.

E. PHYSICAL EDUCATION.....4 semesters

F. FRESHMAN COLLOQUIUM1 hour

II. Area Distribution Requirements in Addition to Prescribed Subjects

A. *Humanities and Fine Arts area*—Art, English, Foreign Language, Music, Philosophy, Religion.

Majors in subjects in this area will be expected to complete:

12 hours in subjects in the Natural Sciences and Mathematics area, *and* 12 hours in subjects in the Social Sciences area.

B. *Natural Sciences and Mathematics area*—Biology, Chemistry, Mathematics, Physics.

Majors in subjects in this area will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* *and* 12 hours in subjects in the Social Sciences area

C. *Social Sciences area*—Economics, Geography, History, Political Science, Psychology, Sociology.

Majors in subjects in this area and majors in Business and Home Economics will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* *and* 12 hours in subjects in the Natural Sciences and Mathematics area

III. Majors

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a subject major. When the selection has been approved by the department concerned, and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects:

American Civilization	History
Art	Home Economics
Biology	Latin
Business	Mathematics
Business-Economics	Music
Chemistry	Non-Western Civilizations
Economics	Psychology
English	Religion
French	Sociology
	Spanish

* Neither Applied Music nor Studio Art courses will count in the 6 hours of work required in the Humanities and Fine Arts area. Speech 353 is acceptable.

The Bachelor of Music with a major in Applied Music or in Music Education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. Each candidate for the degree must take at least 40-42 semester hours in liberal arts and science subjects and at least 27 hours in music courses. In addition, she must take at least 53 hours which vary according to whether she majors in Applied Music or in Music Education. (See page 106.)

*Requirements
for the
Bachelor
of Music
Degree*

I. Social Welfare

A student wishing a career in Social Welfare may choose a sequence of courses leading to certificate as approved by the Council on Social Work Education. Students who choose this sequence must meet all requirements for the degree of Bachelor of Arts with a major in Sociology or some other major field. (See page 120.)

*Special
Programs*

II. Teacher Education

A student may choose as a second area of concentration a program leading to teacher certification. Programs are available for certification as a teacher on the secondary level (grades 10-12); on the intermediate level (grades 4-9); or in early childhood education (kindergarten through grade 3). In all cases a major field apart from teacher education is required. (See page 76.)

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian. In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

*Grading
System*

Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.

A

- B* Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C* Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D* Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- F* Failure which may not be made up by re-examination.
- INC.* The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.
- WF* The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP* The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted.
- W* The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. After the first four weeks of the semester W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Pass-Fail Option* All freshmen take Freshman Colloquium on a Pass-Fail (PF) basis. After completion of the four-semester requirement in physical education, which is graded on a PF basis, physical education taken for credit may be elected for PF grading in addition to other options. All students may elect Health Education 101 for PF grading in addition to other options.

During her junior and/or senior year, a student may elect for PF grading not more than two courses from outside her major field, including Education 495, and one seminar in her major field. Only one such course may be elected during a single semester.

1. Excluded from courses which may be pursued under the PF system will be the following:

All “prescribed subjects” pursued to meet requirements for graduation except physical education and Freshman Colloquium.

All courses pursued in summer work or in institutions other than Meredith.

2. Course content and requirements will be the same for PF registrants as for regular students, and minimum performance for “P” will be equivalent to minimum performance for letter grade D.

3. When a student registers for the semester in which she elects the “PF” option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.

4. In computation of grade-point averages an F on a “PF” course will be computed as hours attempted; a “P” will not be computed as hours attempted.

5. A student who changes her major to a department in which she has already taken “PF” work may credit only one “PF” course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

6. Responsibility for compliance with all rules governing the “PF” system rests with the student, and appeals for exception to these will not be heard.

Each semester hour with a grade of “A” carries four quality points; “B,” three; “C,” two; “D,” one; “F,” none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

*Quality Point
Ratio*

Eligibility List An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Dean's List At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith courses with a number of quality points equal to three times the number of semester hours taken plus three will be placed on the list. The students must have completed at least twelve semester hours during the semester including courses at other Cooperating Raleigh Colleges.

Graduation with Distinction The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

1. A student must have been in residence at Meredith College at least two years and must have earned a minimum of fifty-seven semester hours.
2. For the purpose of computing the standing of a student all semester hours taken for degree credit at Meredith College are counted.
3. Students whose average is three and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is three and six-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is three and nine-tenths quality points per semester hour are graduated *summa cum laude*.
4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Students are to be classified on the following basis:

Classification

<i>Classification</i>	<i>Sem. Hrs.</i>	<i>Q.P.R. on All Work Attempted at Meredith</i>
Sophomore	23	1.30
Junior	56	1.65
Senior	86	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

Procedures and Regulations

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. *Choice of Catalogue*

Seniors who expect to graduate in 1972 should file information in the office of the Academic Dean on or before the January 28 deadline noted in the College calendar. *Deadline for Filing for Graduation*

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, her adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the college require suspension or retention. *Retention*

1. A student is considered to be making minimal progress if she passes nine semester hours *and* earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.

2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions fifty semester hours and ninety-two quality points and has a quality point ratio of at least 1.50 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.

3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.

A student who is suspended for academic reasons may apply for readmission after one semester. She must demonstrate concretely, either by transcript from another institution or by other evidence of maturity or accomplishment, that she is qualified to progress satisfactorily toward graduation at Meredith.

Class Attendance Each student is expected to be regular and prompt in her attendance at all classes, conferences and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

Residence Credit A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement one additional course carrying up to four hours credit is permitted.

A senior transfer student from a regionally accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Correspondence Credit Six hours maximum credit may be allowed for correspondence courses, on which a grade of C or higher has been earned, after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Summer Term Courses Summer term courses are counted on the same basis as in the fall and spring semesters. A student who plans to attend summer session at another accredited institution makes application

for transfer credit on a form available from her faculty adviser. She secures the written approval of her adviser, the appropriate chairmen of the departments, and the Dean for courses she plans to take. The maximum credit allowed for a summer term is normally seven semester hours for any one session. Meredith students enrolled at Meredith summer school may enroll for one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College and a transcript must be sent to Meredith.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.

Students who wish to participate in the Drew University semester on the United Nations should apply at the Department of History. See page 15 for additional information.

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

Not later than the close of her sophomore year, each student must select a major. She must declare her major to the department on a form provided there and then register her declaration via the form in the office of the Academic Dean.

Graduate Record Examination Early in the senior year the student wishing to go to graduate school should arrange to take the Graduate Record Examinations at one of the established testing centers. Detailed information is available from academic advisers or in the Office of the Registrar.

Load Restrictions FRESHMAN AND SOPHOMORE YEAR. The subjects required of all students during the freshman year at Meredith are English composition, foreign language when it is being continued, Freshman Colloquium, and physical education.

During her freshman and sophomore years a student may not take concurrently two courses in the same department without the Dean's permission.

AMOUNT OF WORK. A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

RESTRICTED CREDIT FOR JUNIORS AND SENIORS. Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

CREDIT IN MUSIC. A maximum of twenty-four semester hours in music, including no more than twelve semester hours in applied music, may be counted by the student *not* majoring in music as elective credits toward the Bachelor of Arts degree.

A maximum of four semester hours is allowed each student in ensemble courses.

Drop-Add Period During the first ten days of each semester a student may drop or add courses without penalty or record. Forms are available in the Registrar's Office for this purpose.

A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated.

*Repetition
of Courses*

Advanced Placement and credit is available in several departments. Students in residence should apply directly to the department concerned or to the Academic Dean.

*Advanced
Placement
and Credit*

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

*Official
Withdrawal*







Courses of Study

Courses of Study

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is offered in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Courses are numbered as follows: the 100 courses for freshmen, the 200 courses for sophomores, the 300 courses for juniors and seniors. The 400 courses are for seniors only except by special permission.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

General Courses

FC 100 FRESHMAN COLLOQUIUM. A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all Freshmen. Credit one hour. Staff.

SS 300 SPECIAL STUDY. Group or individual study, on or off the campus, proposed by either professors or students, and approved by the departmental chairman and the Academic Dean may be offered in all departments. A student may pursue this option on multiple occasions. Credit, one to three hours.

Art

Leonard White, Associate Professor, *Chairman*
Jo Anne Nix, *Assistant Professor*
Grove Robinson, *Instructor*

Requirements for a Major A total of thirty hours in Art including 101, 102, 221, 222, 359, 360, and 498.

101, 102 BEGINNING DRAWING AND COMPOSITION. An introductory course in basic design. Emphasis is placed upon the elements and principles of design with particular attention to drawing and composition in the fall semester and to the use of color in the spring semester. Studio problems involve the use of a variety of materials. Through group and individual criticism, the development of individual creative ability is encouraged. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. Credit, six hours. Mr. White.

221, 222 CREATIVE DESIGN. A course offering the student an opportunity to develop creativeness in two and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. Credit, six hours. Mr. White.

- 226 CERAMICS. An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of construction. Experimentation with various types of decoration. Not open to freshmen except by special permission. Credit, three hours. Mr. Robinson.
- 229 ADVANCED DRAWING. Problems in sketching, figure drawing, illustration and perspective drawing. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Mr. Robinson.
- 231, 231S ART APPRECIATION. A course designed to satisfy the need of students for a key to the enjoyment of art. Through illustrated lectures and class discussions, the art of past cultures and modern times is introduced to the student. Not open to art majors. Credit, three hours. Mr. Robinson.
- 243 BEGINNING ART. A course in the fundamentals of art for others than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. Credit, three hours. Miss Nix.
- 258 ELEMENTARY SCULPTURE. An introductory course in modeling and construction of three-dimensional subjects. Emphasis is placed upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. Credit, three hours. Mr. Robinson.
- Ed. 286A METHODS IN THE TEACHING OF ART. (For K-3 Teachers.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: Art 101, or Art 243, or permission of the department. One lecture and four studio hours a week. Credit, three hours. Miss Nix.
- 347, 348 BEGINNING PAINTING. A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101-102 or by special permission. Six studio hours a week. Credit, three or six hours. Mr. White.

359 HISTORY OF ANCIENT ART. A survey of the significant art of the East and West from prehistoric times to the Renaissance. Credit, three hours. Miss Nix.

360 HISTORY OF MODERN ART. A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. Credit, three hours. Miss Nix.

362 INTERIOR DESIGN. A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 362.) Credit, three hours. Staff.

Ed. 386A METHODS IN THE TEACHING OF ART. (For Art Majors.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: 12 hours of Art. One lecture and four studio hours a week. Credit, three hours. Miss Nix.

453, 454 ADVANCED PAINTING. Prerequisite: Art 347, 348. Six studio hours a week. Credit, three or six hours. Mr. White.

465 COMMERCIAL ART. A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art are among the projects covered. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Mr. Robinson.

498 SEMINAR. A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Preparation for the exhibition required of all senior majors is made in this class. Credit, one hour. Mr. White.

Students who wish advanced practice and research in special fields—painting, sculpture, design, graphics, etc.—should consult with the chairman of the department and arrange for that option under Special Study 300.

Biology

John A. Yarbrough, *Professor, Chairman*

James H. Eads, *Assistant Professor*

Clara R. Bunn, *Assistant Professor*

Paul E. Smith, *Instructor on Leave*

Kenni B. Beam, *Laboratory Instructor*

Requirements for a Major Twenty-seven semester hours, including Biology 111, 112, 221, 222, 255, 351, and 364. Other requirements include Chemistry 111, 112, 221, Mathematics 100, 101 or their equivalents. Ed. 385 Sc. does not count toward the major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

111, 111S PRINCIPLES OF BIOLOGY. A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, the role of green plants and microbes will be considered. The position and involvement of vertebrates, emphasizing man, will be included. The principles of genetics and of ecology will be stressed. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

112, 112S SURVEY OF LIVING THINGS. A study of representative organisms from the major animal phyla and plant groups will be made. Phylogenetic and ecological relationships will be considered throughout the entire course. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

221 ADVANCED PLANT BIOLOGY. An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Yarbrough.

222 INVERTEBRATE ZOOLOGY. A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms are studied as to life history, morphology, physiology, ecology,

and economic importance. Field trips may be made to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Eads.

255 GENETICS. Designed chiefly for a thorough presentation of modern genetic principles and with examples from plant and animal breeding. Attempts are also made to apply such information in sociological and psychological considerations and human well-being. The laboratory includes the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 111, 112 or its equivalent. Three lectures a week and one two-hour laboratory (optional). Credit three or four hours. Mr. Eads.

[351 COMPARATIVE VERTEBRATE ANATOMY.] A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals to be dissected in the laboratory. Alternates with 353. Prerequisite: Biology 111, 112; Biology 222 recommended. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.

353 VERTEBRATE PHYSIOLOGY. Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other animals, and simple experiments. Especially adapted to students preparing to study medicine or nursing or to become technicians. Alternates with 351. Prerequisite: Biology 111, 112, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. Credit, four hours. Mr. Eads.

[354 HISTOLOGY.] The first half of the course is devoted to slide preparation, employing plant and animal tissues. The paraffin method is emphasized, with some attention to the celloidin and freezing techniques. The second half consists of a careful microscopic analysis of the common animal tissues. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Alternates with 356. Prerequisite: Biology 111-112 and Chemistry 111, 112. One lecture and six laboratory hours a week. Credit, three hours. Mr. Yarbrough.

- 356 VERTEBRATE EMBRYOLOGY. Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory, and outside readings to show comparative stages in other vertebrates. Alternates with 354. Prerequisite: Biology 111, 112. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.
- 364 MICROBIOLOGY. A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk, and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 111, 112 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. Credit four hours. Mrs. Bunn.
- 366 BIOCHEMISTRY. Also available as Chemistry 366. Credit, four hours. Mrs. Bunn.
- Ed. 385Sc. THE TEACHING OF SCIENCE. Credit, three hours. (See page 84.)
or 386Sc.

Under a plan of interinstitutional cooperation, there are available at North Carolina State University advanced courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in Biology should consult with the departmental chairman and arrange for it under Special Study 300.

Business and Economics

Lois Frazier, *Professor, Chairman*
Evelyn P. Simmons, *Assistant Professor*
Annie Sue Perry Parnell, *Instructor*

The Department of Business and Economics offers a major in business, a major in economics, and a combination business-economics major.

Business

Requirements for a Major in Business Twenty-four hours exclusive of 231 and 232. The following courses are required: 353, 354, 361, 362, 363, 473, and 483. Business majors must take nine hours of economics, including 221 and 222.

Additional courses are required for students qualifying for a North Carolina teacher's certificate in business.

In addition to course requirements, a major is expected to present evidence of having completed forty hours of approved, paid work experience.

Requirements for a major in Business-Economics Eighteen hours in business, including 361, 362, 381, and 484 and eighteen hours in economics, including 221, 222, 385, and 388.

100 FUNDAMENTALS OF BUSINESS. Introduction to business including objectives, principles, functions, and services of business; the place of business in society; and trends in business. Credit, three hours. Miss Frazier.

231, 232 TYPEWRITING. Development of typewriting skill; application to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for 232: 231 or a test demonstrating acceptable speed, control, and production levels. Credit, six hours. Mrs. Parnell.

- 353, 354 **ELEMENTARY SHORTHAND.** Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 231, 232. Business 353 or equivalent is prerequisite for Business 354. Credit, six hours, Mrs. Parnell.
- 361, 362 **ACCOUNTING.** Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis of financial statements; introduction to cost and tax records. Credit, six hours. Miss Frazier.
- 363 **BUSINESS COMMUNICATION AND REPORTS.** Analysis and composition of adjustment, credit, collection, employment, and sales letters; preparation of oral and written business reports. Credit, three hours. Miss Frazier.
- 375 **PRINCIPLES OF DISTRIBUTION.** A study of the history, policies, and methods of retail distribution; organization and operation of retail institutions; control practices; and personnel management. Credit, three hours. Miss Frazier.
- 376 **DISTRIBUTION.** Merchandise information, sales promotion, and advertising. Credit, three hours. Mrs. Parnell.
- 381 **BUSINESS LAW.** Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy. Credit, three hours. Miss Frazier.
- 473 **ADVANCED SHORTHAND.** Review of shorthand theory, further development of dictation and transcription skill; special attention to mailable transcripts. Prerequisite: Business 353, 354 or equivalent. Credit, three hours. Mrs. Parnell.
- 483 **OFFICE PROCEDURES AND MANAGEMENT.** Filing and records management; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines. Prerequisite: Business 231, 232. Credit, three hours. Miss Frazier.
- 484 **OFFICE MANAGEMENT.** Principles of management applied to offices. Management functions; office organization; personnel

relations; automation; and selection and effective use of office equipment and supplies. [BLOCK COURSE.] Credit, three hours. Miss Frazier.

492, 492F BUSINESS INTERNSHIP. Supervised work experience in business offices or merchandising establishments. Planned conferences and programs for improvement. Limited to seniors or advanced juniors (by special permission). Credit, three hours. Miss Frazier or Mrs. Parnell.

Ed. 386B THE TEACHING OF BUSINESS. See page 84. Methods and materials for teaching business subjects in the secondary school. Attention given to the study of philosophy and objectives of business education and the importance of planning and evaluating. Credit, three hours. Miss Frazier.

Economics

Requirements for a Major in Economics Twenty-four hours in economics, including 221 and 222. Majors are urged to take Mathematics 241.

221 and 221S PRINCIPLES OF ECONOMICS. A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. Credit, three hours. Mrs. Simmons.

222 PRINCIPLES OF ECONOMICS. A continuation of 221, with micro-economic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.

355 CONSUMER ECONOMICS. An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protections for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. (Offered even-numbered years only.) Credit, three hours. Mrs. Simmons.

- 365 **LABOR ECONOMICS.** An analysis of American labor in a changing economic and social order; special emphasis upon trends in employment, labor organizations, and standards in relation to technological change; and labor legislation. (Offered odd-numbered years only.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.
- 366 **INTERNATIONAL ECONOMICS.** A study of the development of international economic policies: geographic, economic, social, and political factors underlying contemporary international problems; foreign exchange and money flows; economic competition; and the economic and political methods employed by the leading nations. (Offered odd-numbered years only.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.
- 368 **PUBLIC FINANCE.** A study of the sources of revenue and the principles and methods of taxation and financial administration; fiscal policy; debt management; and the principles governing expenditures. (Offered even-numbered years only.) Prerequisite: Economics 221. Credit, three hours, Mrs. Simmons.
- 375 **PRINCIPLES OF DISTRIBUTION.** For description see Business 375. May count as credit in economics by students except business majors. Credit, three hours.
- 377 **STATISTICS FOR THE BEHAVIORIAL SCIENCES.** Principles of statistics presented in terms of situations familiar to students of sociology, psychology, political science, economics, or business. Emphasis is on probability and statistical inference through hypothesis testing parameter estimation. Regression and correlation techniques are analyzed. Prerequisite: Mathematics 111 or equivalent. Credit, three hours. Mrs. Simmons.
- 381 **BUSINESS LAW.** For description see Business 381. May count as credit in economics by students except business majors. Credit, three hours.
- 385 **MONEY AND BANKING.** A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 221 and 222. Credit, three hours. Mrs. Simmons.

- 388 HISTORY OF ECONOMIC THOUGHT. A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 388.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.

Students who wish advanced study in Business and Economics should consult with the departmental chairman and arrange for it under Special Study 300.

Chemistry and Physics

Mary Elizabeth Yarbrough, *Professor, Chairman*
Sally Melvin Horner, *Assistant Professor*
Clara Ray Bunn, *Assistant Professor*

Chemistry

Requirements for a major in Chemistry Thirty-two semester hours in Chemistry including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 201, 202.

111, 112 GENERAL CHEMISTRY. Fundamental concepts of chemistry, including theoretical and descriptive chemistry. Three class hours and three laboratory hours a week. Credit, eight hours. Staff.

221, 222 ORGANIC CHEMISTRY. Prerequisite: Chemistry 111, 112. Three class hours and one three-hour laboratory period a week. Credit, four or eight hours. Miss Yarbrough.

351-352 ANALYTICAL CHEMISTRY. Prerequisite: Chemistry 111, 112. A study of classical volumetric and gravimetric methods and instrumental analysis. Two class hours and two three-hour laboratory hours a week. Credit, eight hours. Staff.

365 PHYSICAL CHEMISTRY. Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 201, 202. Quantum mechanics, Molecular structure and Bonding. Credit, four hours.

- 366 BIOCHEMISTRY. See Biology 366. Prerequisite: Chemistry 221; Biology 111. Three class hours and one three-hour laboratory a week. Credit, four hours. Mrs. Bunn.
- 367 INORGANIC CHEMISTRY. Prerequisite: Chemistry 111, 112, 351-352. Three class hours and one three-hour laboratory period a week. Credit, four hours. Mrs. Horner.
- 498 SEMINAR. May be taken for credit more than one semester. Credit, one to three hour(s).

Physics

- 221-222 GENERAL PHYSICS. Three class hours and one three-hour laboratory period a week. Credit, eight hours. Mrs. Horner.
- [354 HOUSEHOLD PHYSICS.] Two class hours and one three-hour laboratory period a week. Credit, three hours. Miss Yarbrough.
- Ed. 385 Sc. THE TEACHING OF SCIENCE. See page 84. Credit, three hours.
or 386 Sc.

Advanced courses in Chemistry are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in organic and physical chemistry should consult with the departmental chairman and arrange for it under Special Study 300.

Education

David R. Reveley, *Professor, Chairman*
Harry K. Dorsett, *Associate Professor*
Robert G. Fracker, *Assistant Professor*
Audrey R. Allred, *Assistant Professor*

The Teacher Education Program

All of the courses listed herein are designed primarily to prepare students who wish to teach in the public schools of the

State. In keeping with new State Certification requirements and the Approved Program of Meredith College, all students who expect to qualify for Class A teaching certificates should follow this procedure:

At the end of the first semester of the sophomore year, each student should indicate to her faculty adviser her desire to enter the teacher education program. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program should then be filed with the chairman of the Education Department.

Since Music Education Majors and Art Majors receive general certification to teach in Grades 1-12 inclusive, they may select either Education 349 or Education 352 in order to meet professional requirements.

		<i>Minimum Semester Hours</i>
<i>General Education Requirements for All Certificates</i>	LANGUAGE ARTS AND HUMANITIES.....	24
	English Grammar and Composition	
	Literature	
	Humanities chosen from two of the following areas:	
	1. Fine and Applied Arts	
	2. Philosophy, Religion, Psychology	
	3. Foreign Language	
	NATURAL SCIENCES	6 to 8
	MATHEMATICS	3 to 4
	Social and Behavioral Sciences, including:.....	12
	History and	
	Two of the following: Anthropology, Economics, Geography, Political Science, Sociology	
	HEALTH AND PHYSICAL EDUCATION.....	2

Early Childhood Education

Students who expect to secure Class A certificates to teach in kindergarten through grade three must meet the requirements listed below. General Education courses may be counted toward these requirements.

	<i>Minimum Semester Hours</i>
<i>I. Subject Matter Courses</i> LANGUAGE ARTS.....	13
Composition and Grammar	
Literature (including American)	
Education 344, Children's Literature for K-3	
Education 440, Reading for Early Childhood Speech (if recommended by faculty adviser)	
SOCIAL STUDIES	15
History (United States preferred)	
Cultural Anthropology (Sociology 271, 372, strongly recommended)	
Choice of: Geography, Political Science, Sociology	
SCIENCE	6
Choice of: Biology 111, Chemistry 111, Geography 201 [Note: A nature study course has been recommended and is being developed]	
MATHEMATICS	3
Mathematics 100	
ART	3 or 6
Art 243 (or equivalent; applicants for proficiency certificates should see the Chairman of the Art Department)	
Education 286, Art	
MUSIC	3 or 6
Music 233 (or equivalent; applicants for proficiency certificates should see the Chairman of the Music Department)	
Education 286, Music	

HEALTH AND PHYSICAL EDUCATION.....	4
Physical Education Activity, 4 semesters	
Education 373, Health Education	
Education 383, Physical Education	

II. Professional K-3 Courses	PSYCHOLOGICAL FOUNDATIONS	6
	Education 231, Educational Psychology for Early Childhood	
	Education 347, Child Psychology	
	[Psychology 221, General Psychology, is recommended as an elective to precede these two courses]	

HISTORICAL, PHILOSOPHICAL, AND SOCIOLOGICAL FOUNDATIONS	6
Sociology 363, The Community	
Education 465S, Foundations of American Education	

CURRICULUM, ACTIVITIES, AND METHODS.....	6
Education 349, Early Childhood Education	
Education 468, Early Childhood Methods	

STUDENT TEACHING AND CONFERENCES.....	6
Education 495S, Observation and Directed Teaching	

Certification for the Intermediate Grades 4-9

Students who expect to secure Class A certificates to teach in grades 4 through 9 must meet the requirements listed below. General Education courses may be counted toward these requirements.

		<i>Minimum Semester Hours</i>
I. Subject Matter Courses	A. General	
	LANGUAGE ARTS	11
	Grammar, Composition, and Literature	
	Education 441, Reading in the Intermediate Grades	
	Speech (if recommended by faculty adviser)	

SOCIAL STUDIES	12
History	
Two areas selected from: Anthropology, Economics, Geography, Political Science, Sociology	
MATHEMATICS	6
Mathematics 100 or equivalent	
SCIENCE	6 to 8
ART	3
Choice of Art 231, 359, 360	
MUSIC	3
Choice of Music 226, 363, 364	
HEALTH EDUCATION AND PHYSICAL EDUCATION....	2
Health Education 374	
Physical Education Activities, 4 semesters	

B. Concentration

Each prospective teacher will select one and preferably two areas of concentration, with the following additional requirements:

LANGUAGE ARTS (Children's Literature and American Literature are required).....	12
SOCIAL STUDIES (A course in an additional social studies area is required).....	12
SCIENCE (Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement).....	12
MATHEMATICS (Depth in appropriate mathematics is required).....	12

II. Professional	PSYCHOLOGICAL FOUNDATIONS	6
4-9 Courses	Education 231, Educational Psychology Education 332, Human Growth and Development	

FOUNDATIONS OF AMERICAN EDUCATION.....	3
Education 465, Foundations of American Education	
INSTRUCTIONAL PROCEDURES (Choose one).....	3
Education 469, Methods of Teaching Language Arts and Social Studies	
Education 471, Methods of Teaching Science and Mathematics	
STUDENT TEACHING AND CONFERENCES.....	6
Education 495, Observation and Directed Teaching	

Certification for the High School Grades

Students who expect to secure State Class A certificates to teach in high school, must meet the requirements listed below. It is recommended that students be able to teach at least two subjects in the high school.

Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teaching programs must be approved by the head of the Department of Education by the beginning of the junior year.

I. Subject Matter Courses A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

Art (36), business education (36), English (36), French (30), German (30), home economics (including certain sciences and other related courses)—(48), science (48), social studies; economics, history, political science, sociology, anthropology and geography (42), Spanish (30), Mathematics (30).

II. Professional Courses

Area I—The Pupil	
Education 231 and 456.....	6 semester hours
Area II—The School	
Education 352 and choice of 465..	6 semester hours

Area III—Teaching and Practicum

Education 385 or 386, and.....9 semester hours
495. Note: Students are advised to take these courses
in the following order: Education 231, 352, 385 or
386, 495.

Education Courses

- 231, 231S EDUCATIONAL PSYCHOLOGY. An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally trained teacher.

One section is especially designed for students who wish to teach in grades K through 3. It will deal with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing the learning of the child; provision for individual differences; motivation and learning; needs and drives. Credit, three hours.

- 332 HUMAN GROWTH AND DEVELOPMENT. Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and the adolescent; emotional factors in development; parent-child relationships; social education, mental hygiene, and psychosexual development. Credit, three hours.

- 342F, 342 CHILDREN'S LITERATURE. An intensive historical review of children's literature, both American and European. BLOCK COURSE. Credit, two hours.

- [344 CHILDREN'S LITERATURE FOR EARLY CHILDHOOD.] A study of children's literature appropriate for the pre-school and beginning school child. BLOCK COURSE. Credit, two hours.

- [345 CHILDREN'S LITERATURE FOR THE INTERMEDIATE GRADES.] An intensive historical review of children's literature, both American and European, for grades 4 through 9. BLOCK COURSE. Credit, two hours.

- 347 CHILD PSYCHOLOGY. A survey of the psychological development of the individual through childhood. Credit, three hours.
- 349 EARLY CHILDHOOD EDUCATION. The curriculum, activities, and techniques appropriate for teachers of grades K through 3. Credit, three hours.
- 352F, 352 THE SECONDARY SCHOOL. The historical development, and a consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; methods of planning and teaching; qualifications of the high school teacher; student guidance; records and reports. Credit, three hours.
- [440 READING FOR EARLY CHILDHOOD.] A modern approach to understanding the methods, techniques and skills involved in the teaching of reading, spelling, language, and writing suitable for grades K through 3. Emphasis on training in listening, understanding, and interpreting the material covered. BLOCK COURSE. Credit, two hours.
- [441 READING IN THE INTERMEDIATE GRADES.] A modern approach to understanding the methods, techniques, and skills involved in the teaching of reading, spelling, language, and writing in grades 4 through 9. Emphasis on training in listening, understanding, and interpreting the materials covered. BLOCK COURSE. Credit, two hours.
- 456F, 456 MEASURING AND GUIDING ADOLESCENT BEHAVIOR. A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. BLOCK COURSE. Credit, three hours.
- 461, 461S READING IN THE ELEMENTARY SCHOOL. A modern approach to understanding the methods, techniques, and skills involved in the teaching of reading, spelling, language, and writing in the elementary school. Major emphasis on how to teach reading for grades 1-6, with consideration for readiness training at all levels. Emphasis on training in listening, understanding, and interpreting the materials covered. BLOCK COURSE. Credit, two hours.

465, 465S FOUNDATIONS OF AMERICAN EDUCATION. The historical and philosophical aspects of American education. BLOCK COURSE. Credit, three hours.

467, 467S ELEMENTARY METHODS. A study of materials and methods in the teaching of arithmetic, science, and social studies on the elementary level. Directed observation; units of work developed and evaluated. BLOCK COURSE. Credit, three hours.

[468 EARLY CHILDHOOD METHODS.] A study of materials and methods in the teaching of arithmetic, science, and social studies on the early childhood level. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

[469 METHODS OF TEACHING LANGUAGE ARTS AND SOCIAL STUDIES.] For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

[471 METHODS OF TEACHING MATHEMATICS AND SCIENCE.] For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

Special Methods Courses Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the State Course of Study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses. Education 231 is prerequisite to all special methods courses. See department listings for descriptions of each course.

495, 495S OBSERVATION AND DIRECTED TEACHING. The purpose of this course is to give the student actual teaching experience. All student teaching is on the block. Student teachers will take advanced courses in education for the first nine weeks of the semester; during the last eight weeks they will be in the classroom for the entire day. A weekly seminar is held. Fee \$40. Credit, six hours.

[Note: Students teaching on the Early Childhood level should take the following courses before the student teaching semester: Education 231, 347, 349. Students teaching on the Intermediate level should take the following courses before the student teaching semester: Education 231 and 332. Students teaching on the Secondary level should take the following courses before the student teaching semester: Education 231, 352, and 385 or 386 (Special Methods). Application must be made to the Teacher Education Committee for admission to student teaching; the Committee reserves the right to withhold the privilege of student teaching if circumstances warrant.]

English

Norma Rose, *Professor, Chairman*
Leishman A. Peacock, *Professor*
Ione Kemp Knight, *Associate Professor*
Margaret Gooch, *Assistant Professor*
Frances Pittman Woodard, *Assistant Professor*
Mildred Wallace Everette, *Instructor*
Helen Hayward Jones, *Instructor*
Linda L. Solomon, *Instructor*

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

Requirements for a Major Thirty hours in English, including 111, 201, a seminar, and Special Study 300. Twelve hours must be selected from 351, 352, 353, 354, 355, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for Education 385 E. English 202 is a strongly recommended for the English major.

- 111, 111S PRINCIPLES OF WRITING. Credit, three hours. Staff.
- 201, 201S MAJOR BRITISH WRITERS. Credit, three hours. Staff.
- 202, 202F DEVELOPMENT OF ENGLISH LITERATURE. A chronological study to add breadth and further depth to English 201. Credit, three hours. Staff.
- 206, 206F MAJOR AMERICAN WRITERS. Credit, three hours. Miss Gooch, Mr. Peacock.
- 208 WORLD MASTERPIECES IN TRANSLATION. Credit, three hours. Staff.
- 233 CREATIVE WRITING. Credit, three hours. Mrs. Jones.
- 351 OLD ENGLISH. Credit, three hours. Miss Knight.
- 352 CHAUCER. A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. Credit, three hours. Miss Knight.
- 353, 354 SHAKESPEARE. A study of selected English history plays and "sunny" comedies (353); selected tragedies, "dark" comedies, and late romances (354) Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Credit, three or six hours. Miss Rose.
- 355 MILTON SEMINAR. Selected poetry and prose. Credit, three hours. Miss Rose.
- 358 ADVANCED GRAMMAR AND COMPOSITION. Credit, three hours. Miss Knight.
- 359 AMERICAN LITERATURE SEMINAR. Selected topics for study. Prerequisite: English 206 or equivalent. Credit, three hours. Miss Gooch.
- 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY. A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. Credit, three hours. Mr. Peacock.

- 365 ENGLISH POETRY OF THE ROMANTIC PERIOD. A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Credit, three hours. Miss Knight.
- 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY. A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Credit, three hours. Miss Rose.
- [370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY.] A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. Credit, three hours. Mr. Peacock.
- Ed. 385E THE TEACHING OF ENGLISH. See page 84. [BLOCK COURSE.] Credit, three hours. Mrs. Woodard.
- 494 THE TREATMENT OF LITERARY PROBLEMS. Open only to majors in English. Credit, one hour. Miss Rose.
- 498 SENIOR SEMINAR. Open only to majors in English. Credit, three hours. Mr. Peacock.

Speech and Theater

- 221, 221S FUNDAMENTALS OF SPEECH. A general speech course designed to introduce the student to the basic elements of good communication. The course includes units on voice and diction, presentation, organization, and communication theory. Credit, three hours. Miss Solomon.
- 223 VOICE AND DICTION. Emphasis on improving basic vocal quality and articulated speech sounds. Attention will be given to developing the ability to speak in the General American dialect, if the student so desires. Credit, two hours. Miss Solomon.
- 226 ORAL INTERPRETATION. Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity will be provided for the students to take part in a reading program for an audience. Credit, two hours. Miss Solomon.

352 PLAY PRODUCTION. Credit, three hours. Miss Solomon.

353 INTRODUCTION TO THEATER. A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. Credit, three hours. Miss Solomon.

Students who wish advanced study and research in Literature, Speech, or Theater should consult with the departmental chairman and arrange it under Special Study 300. English majors must exercise this option at least once as research paper experience.

Foreign Language

Helen P. Daniell, *Assistant Professor, Acting Chairman*

William R. Ledford, *Assistant Professor*

Katalin Galligan, *Assistant Professor*

Jacqueline B. Beza, *Instructor*

Ann B. Peaden, *Instructor*

Nona Short, *Instructor*

Robert W. Morgan, *Instructor*

Edith Stevens, *Instructor*

Nancy Hinkley, *Instructor*

Courses numbered 101-102 and 221-222, or their equivalents, are prerequisite for 351-352. Prerequisite for courses above 351-352: 351-352 or special permission.

Requirements for a Major in French, Latin or Spanish

Twenty-four hours above 101-102, including 351-352. Majors in French or Spanish must include 357 and 358. Majors in Spanish must also include 353-354. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with new certification requirements, students who plan to teach French or Spanish must take the courses numbered 357 and 358 in the language to be taught. Ed. 386 ML is required of students planning to teach a foreign language, and counts as Education.

French

- 101-102 ELEMENTARY FRENCH. A study of the French Language through analysis, contact and use. Grammar, readings of appropriate difficulty and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for French 221-222. A two-hour lab will be required where necessary. Credit, six hours.
- 221-222 INTERMEDIATE FRENCH. Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours.
- 351, 352 FRENCH LITERATURE AND CIVILIZATION. Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: 221-222 or advanced placement. Credit, six hours.
- [353 SEMINAR IN SEVENTEENTH CENTURY.] A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. Credit, three hours. Mrs. Daniell.
- [354 SEMINAR IN EIGHTEENTH CENTURY.] The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. Credit, three hours. Mrs. Daniell.
- [355 FRENCH ROMANTICISM.] Credit, three hours.
- [356 FRENCH REALISM AND NATURALISM.] Credit, three hours.
- 357 ADVANCED COMPOSITION AND CONVERSATION. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Daniell.
- 358 PHONETICS AND CONVERSATION. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Daniell.

- 361 MODERN FRENCH LITERATURE 1880-1919. Credit, three hours.
- 362 CONTEMPORARY FRENCH LITERATURE 1919 TO THE PRESENT. Credit, three hours.
- [493 DEVELOPMENT AND STRUCTURE OF THE FRENCH LANGUAGE.]
A survey of the historical development of French from Latin. Reading of works in Old French. Some introduction, through French, to the general field of linguistics. Offered only when the demand is sufficient. Credit, three hours.

German

- 101-102 ELEMENTARY GERMAN. Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for German 221-222. Credit, six hours. Mr. Morgan.
- 221-222 INTERMEDIATE GERMAN. Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Mr. Morgan.

Latin

- 101-102 ELEMENTARY LATIN. A course for beginners entailing the fundamentals of the language. Credit, six hours.
- 221-222 INTERMEDIATE LATIN. An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. Credit, six hours.
- 351, 352 ROMAN LITERATURE AND CIVILIZATION. A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: 221-222 or advanced placement. Credit, six hours.

- 361, 362 ADVANCED LATIN READING. Authors studied to be selected by instructor—after consultation with the pre-registered students. THIS COURSE MAY BE TAKEN ON MULTIPLE OCCASIONS. Prerequisite: 351-352 or instructor's permission. Credit, six hours.

Spanish

- 101-102 ELEMENTARY SPANISH. Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for Spanish 221-222. Credit, six hours. Staff.
- 221-222 INTERMEDIATE SPANISH. Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Staff.
- 351, 352 SPANISH LITERATURE AND CIVILIZATION. A study of the more important works of Spanish literature; particularly as they reflect Spanish life and culture. Alternates with Spanish 353-354. Prerequisite: 221-222 or advanced placement. Credit, six hours. Mr. Ledford.
- [353, 354 SPANISH-AMERICAN LITERATURE AND CIVILIZATION.] A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 351-352. Credit, six hours. Mr. Ledford.
- 357 ADVANCED COMPOSITION AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.
- 358 PHONETICS AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.
- 491 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN. Open to juniors by special permission. Credit, three hours. Mr. Ledford.

[492 MODERN SPANISH DRAMA.] Open to seniors, and to others by special permission. Alternates with Spanish 494. Credit, three hours. Mr. Ledford.

494 MODERN SPANISH NOVEL. The modern Spanish novel, beginning with Fernan Caballero. Open to seniors, and to others by special permission. Alternates with Spanish 492. Credit, three hours. Mr. Ledford.

Ed. 386 M. L. THE TEACHING OF FOREIGN LANGUAGES. See Education. Credit, three hours.

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of inter-institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the chairman of the department and arrange for it under Special Study 300.

Health, Physical Education, and Recreation

Jay D. Massey, Assistant Professor, Chairman

Helena W. Allen, Assistant Professor

Janie S. Archer, Instructor

Frances W. Stevens, Instructor

Joyce Lindley, Graduate Assistant

The Equitation Program

Luther M. Huggins, Director of Equitation

The program of the Department of Health, Physical Education, and Recreation is designed to meet the needs of each individual student with respect to such programs as:

1. The development and maintenance of a high degree of physical efficiency through a varied program of sports, rhythmic activities, equitation, and swimming.

2. The development of fundamental skills in those activities which will contribute to an intelligent use of leisure time.

3. The provision of adequate opportunities for the development of qualities of leadership and cooperation through participation in the Intramural Program.

4. The development of intelligent understanding and a positive attitude toward personal health and hygiene in relation to daily living.

All students enrolled in health and physical education are required to undergo physical examinations. Each student is classified, upon the basis of these examinations, for a physical education class in vigorous or semi-vigorous activity. During orientation week all freshmen are introduced to the facilities of the student health service by the college physician.

Health Education

101, 101S HEALTH EDUCATION. A fundamental course in the principles and problems of personal hygiene. The course includes discussions based upon student health problems and interests, and instruction based upon today's health problems of college students. Two class hours a week for one semester. Credit, one hour either semester.

Ed. 373 H.Ed. MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER. A course designed to furnish prospective K-3 teachers with information and ideas to be of help, in planning, teaching, and evaluating classroom health instruction. Opportunities are given for lesson planning and teaching of health in the K-3 grade levels. Credit, two hours.

H. Ed. 374 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9. A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9 such as sex education, alcohol, drugs and safety. Credit, two hours.

- Ed. 383 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER. A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in these grades. Credit, two hours.
- Ed. 365 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES. A course designed to prepare the prospective teacher in the intermediate grades for teaching physical education. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in grades 4-9. Credit, two hours.

Physical Education

After the four semester physical education requirement has been met, students may elect physical education for one semester hour credit each semester up to a maximum of four hours.

Students enrolled in activity courses in physical education are required to have regulation gymnasium costumes for class. Freshmen and transfer students must purchase their uniforms during the first week of school from Meredith Supply Store.

- 111, 111S TEAM SPORTS. Courses in basketball, hockey, softball, speedball, or volleyball. Two hours a week.
- 221, 221S RHYTHMIC ACTIVITIES. Courses in modern dance, folk and square dance. Two hours a week.
- 251, 251S INDIVIDUAL SPORTS. Courses in archery, badminton, bowling, conditioning, golf*, tennis, recreational sports, snow skiing, swimming, senior life saving and water safety instructors. Two hours a week.
- 261, 261S EQUITATION*. Saddle and Forward Seat and Western. Beginner, intermediate, and advanced instruction. Two hours a week.

*Special fee.

Interested students are given opportunities to participate in local shows and hunts. Students who wish to board horses at the college stables may make arrangements for this through the business office.

Students who wish special study in Health, Physical Education or Recreation should consult with the departmental chairman and arrange for it under Special Study 300.

Instructional classes are available to special students in the afternoons and Saturday mornings.

History and Political Science

Sarah McCulloh Lemmon, *Professor, Chairman*

Craven Allen Burris, *Professor*

Frank L. Grubbs, Jr., *Associate Professor*

Thomas C. Parramore, *Assistant Professor*

Rosalie P. Gates, *Assistant Professor*

Carolyn B. Grubbs, *Instructor*

Donald R. Songer, *Instructor*

Requirements for a Major HISTORY. A major in history consists of 27 hours, chosen from at least two fields (as American, European, Asian), including: one course numbered 100, one course numbered 200, 330, and a seminar in history. Major professor, Miss Lemmon.

AMERICAN CIVILIZATION. A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 330 and a seminar in history: and a minimum of 15 hours in related fields, as literature, political science, sociology, religion, economics, fine arts. Students planning to teach should also elect 6 hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

NON-WESTERN CIVILIZATIONS. A major in non-western civilizations consists of 36 hours, with a minimum of 18 hours in history, including 330, 346, and a seminar in history, and also 9 hours selected from History 101, 102, and non-western

courses; and a minimum of 15 hours in related fields, as anthropology, economics, geography, religion, fine arts. Students planning to teach should also take 6 hours of American history. Major professor, Mrs. Gates.

History

- 101 ORIGINS OF WESTERN CIVILIZATION. A study of major elements of civilization from the prehistoric through the Greco-Roman and Medieval periods to approximately 1750. Credit, three hours. Staff.
- 102 DEVELOPMENT OF MODERN CIVILIZATION. A study of the rise of modern states in Europe and America, the age of revolutions, the rise of nationalism and imperialism, and the crises of the twentieth century. Credit, three hours. Staff.
- 205 INTRODUCTION TO NON-WESTERN CIVILIZATIONS. Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilizations. Credit, three hours. Mrs. Gates.
- 251 HISTORY OF THE UNITED STATES TO 1877. Emphasis will be placed on the period since 1783. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 252 HISTORY OF THE UNITED STATES SINCE 1877. Emphasis will be placed on the twentieth century. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 301 ANCIENT HISTORY. From prehistoric times to the fall of Rome. Credit, three hours. Mrs. Grubbs.
- 302 MEDIEVAL CIVILIZATION. From the fall of Rome to the opening of the sixteenth century, with emphasis on intellectual and cultural achievements. Credit, three hours. Mrs. Grubbs.
- 330 METHODS OF HISTORICAL RESEARCH. Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. A research paper is required. Offered each semester. Credit, three hours. Staff.

- 345 HISTORY OF SOUTH ASIA. Emphasis will be placed on India and Pakistan, with some consideration of their cultural and political relations with China. Credit, three hours. Mrs. Gates.
- 346 ASIAN CIVILIZATION. An interdisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. Credit, three hours. Coordinator, Mrs. Gates.
- 349 EUROPEAN INTELLECTUAL HISTORY. Focuses on the leading thinkers in Europe since 1500, including Luther, Calvin, Rousseau, Darwin, Marx, Toynbee, Sartre, *et al.* Credit, three hours. Mr. Parramore.
- 350 HISTORY OF MODERN EUROPE. A consideration of the course of European history since 1500, with emphasis on those events, personalities, and influences which are most significant for appreciating contemporary Europe. Credit, three hours. Mr. Parramore.
- 351 HISTORY OF THE AMERICAN COLONIES. American colonial history from its European background to the Treaty of Paris, 1783. Credit, three hours. Mr. Grubbs.
- 369 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914. A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. Credit, three hours. Miss Lemmon.
- 370 HISTORY OF THE SOUTH. Emphasis will be on the nineteenth century. Credit, three hours. Miss Lemmon.
- Ed. 386 S.S. THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE JUNIOR AND SENIOR HIGH SCHOOLS. Required for secondary teacher certification. May not be counted toward a major. Credit, three hours. Mrs. Grubbs.
- 388 HISTORY OF ECONOMIC THOUGHT. See Economics 388. May count as credit in history by students except business and economic majors. Credit, three hours.

- 390 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY. The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. Credit, three hours. Mr. Grubbs.
- 400F HISTORICAL ACTIVITIES. Open to juniors and seniors who have had at least one course in American history. An introduction to careers in historic sites, historical museums, and publications under the joint supervision of the North Carolina Department of Archives and History and the Meredith College Department of History. Practicum required. May not be counted toward a major. Credit, three hours.
- 445 SEMINAR IN HISTORY. It is recommended that students have had research experiences before registering for the seminar. Credit, three hours. Staff.

Political Science

- 201 AMERICAN NATIONAL GOVERNMENT. Credit, three hours. Mr. Songer.
- 204 MODERN POLITICAL SYSTEMS. A comparison of the governments of Europe, the United States, and Latin America. Credit, three hours. Mr. Songer.
- 301 POLITICAL PARTIES IN THE UNITED STATES. Credit, three hours. Mr. Songer.
- 302 STATE AND LOCAL GOVERNMENTS IN THE UNITED STATES. Credit, three hours. Mr. Songer.
- 378 INTRODUCTION TO RESEARCH. For description, see Sociology. 378. May count as credit in political science by students except majors in sociology and psychology. Credit, three hours.

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, Middle Eastern, and Russian history, and in governments of Russia and Asia.

Students who wish advanced study or research in History or Political Science should consult the departmental chairman and arrange for it under Special Study 300.

Home Economics

Marilyn M. Stuber, *Assistant Professor, Acting Chairman*

Ruby T. Miller, *Assistant Professor*

Margaret E. Clark, *Instructor*

Kay Ann Friedrich, *Instructor*

Mable S. Rabb, *Consultant*

Students may major in Home Economics and earn teacher certification in any of the following areas:

- 1) K-3
- 2) 4-9
- 3) Secondary Education

Requirements for a Major

Thirty hours of Home Economics are required for a major. Home Economics 100, 104, 352, 355, 360 and 493 are required for all majors. Home Economics majors are strongly advised to take Chemistry 111 and 112.

- 100F, 100 ART IN COSTUME. The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Credit, one hour. Mrs. Stuber and Mrs. Miller.
- 101, 101S BEGINNING CLOTHING CONSTRUCTION. Basic principles of clothing construction using commercial patterns. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Stuber.
- 104F, 104 INTRODUCTORY FOODS AND COOKERY. Food selection and preparation. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 223 ADVANCED FOODS AND COOKERY. A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 104, except by permission of the head of the department. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.

- 224 FLAT-PATTERN DESIGNING. Creative designing using the flat-pattern method. Prerequisite: Home Economics 100 and 101 or 353. One lecture and five hours of laboratory. Credit, three hours. Mrs. Miller.
- 332 HUMAN GROWTH AND DEVELOPMENT. See Education 332. Credit, three hours.
- 347 CHILD PSYCHOLOGY. See Education 347. Credit, three hours.
- 351S NUTRITION. Elementary principles of nutrition with practical application in planning diets for normal families. Credit, three hours. Mrs. Friedrich.
- 352F, 352 MEAL MANAGEMENT. A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 104. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 353 TAILORING. A detailed study of selections, fitting, and construction of tailored wool garments. Prerequisite: Home Economics 100 and 101 or proficiency. One lecture and five hours of laboratory. Credit, three hours, Mrs. Miller.
- 355 CONSUMER ECONOMICS. See Economics 355. Credit, three hours. Mrs. Simmons.
- 356F, 356 CHILD DEVELOPMENT. A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of preschool children, at the Raleigh Pre-School. Two lectures and three hours of laboratory. Credit, three hours. Mrs. Stuber and Mrs. Rabb.
- 358 TEXTILES AND CLOTHING. The study of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Buying clothing for the family. Credit, three hours. Mrs. Miller.

360F, 360 MARRIAGE AND FAMILY RELATIONSHIPS. A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. Credit, three hours. Mrs. Stuber.

362 INTERIOR DESIGN. A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six hours a week. (Also offered as Art 362.) Credit, three hours. Mrs. Miller.

363 HOUSING AND EQUIPMENT. A study of house planning including floor plans, site, cost, legal matters, and landscaping. The selection, care of and use of common types of household equipment. Credit, three hours. Mrs. Miller.

364 HOUSEHOLD FURNISHINGS LABORATORY. An opportunity to develop some skill in making draperies and bedspreads, and in refinishing and reupholstering furniture. Credit, three hours. Mrs. Miller.

Ed. 386 H.Ec. METHODS OF TEACHING HOME ECONOMICS. See page 84. Credit, three hours. Mrs. Stuber.

389 HOME MANAGEMENT AND CONSUMER EDUCATION. A study in the use of human and material resources of the home to promote family interests and welfare. Procedures for the management of time, energy, money, and materials. Problems in consumer buying and money management. Credit, two hours. Mrs. Miller and Miss Clark.

493, 493S HOME MANAGEMENT—RESIDENCE. Prerequisite or parallel: Home Economics 389 (Home Management). Residence for students in groups in the Ellen Brewer House. Credit, three hours. Miss Clark.

Students who wish advanced study in Home Economics should consult with the chairman of the department and arrange for it under Special Study 300.

Mathematics

Charles A. Davis, *Associate Professor, Chairman*
Dorothy K. Preston, *Assistant Professor, on leave*
Martha L. Bouknight, *Instructor*
LaRose F. Spooner, *Instructor*
Olive D. Taylor, *Instructor*
Charles K. Bayne, *Instructor*

Requirements for a Major Twenty-four hours in Mathematics above the 100 level. The student must have credit for each of the following Mathematics courses: 201, 202, 203, 204, and 301. Mathematics 405 is recommended. The department *requires* the major to include at least eight hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221-222 are recommended.

Requirements for Certification For non-Mathematics majors: 100 is required at the early childhood level, 100 and 101 are recommended at the intermediate level and any three hours of math at the secondary level.

For Mathematics majors: 100 is not recommended for any Mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach Secondary Mathematics must have credit for 404 and must have a total of 30 hours of credit in Mathematics.

Advanced Placement in Mathematics Upon entering Meredith, a student may be placed in 100, 101, 201, or 202, depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test and her performance on a departmental placement test. Each year, during orientation, the department gives tests in Algebra, Trigonometry and Introductory Calculus and if satisfactory scores are attained credit will be given for the appropriate courses. Or any student enrolled in the Advanced Placement Mathematics Course in her senior year may request placement in 202 with credit for 201 upon the presentation of satisfactory scores on the proper examination.

Courses: 100, 100F FUNDAMENTAL CONCEPTS OF MATHEMATICS. Topics included are set theory, numeration systems, abstract mathematical systems, laws of logic, geometry and probability. Credit, three hours. Staff.

- 101, 101S **ELEMENTARY FUNCTIONS.** Topics included are the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions and functions of two variables. Credit, three hours. Staff.
- 201, 201S **INTRODUCTORY CALCULUS.** The purpose of this course is to introduce the ideas of derivatives and integrals with their principal interpretations and interrelations and to develop the simpler techniques of differentiation and integration for the elementary functions studied in Mathematics 101. Prerequisite: 101. Credit, three hours. Staff.
- 202, 202F **MATHEMATICAL ANALYSIS I.** The course covers a continuation of the calculus of functions of one variable and introduces multivariable calculus. Prerequisite: 201. Credit, three hours. Staff.
- 203, 203S **LINEAR ALGEBRA.** A study of vector spaces and linear transformation, matrices and determinants. Prerequisite: 202. Credit, three hours. Staff.
- 204, 204F **MATHEMATICAL ANALYSIS II.** A continuation of 202 with a study of the theory and techniques of the calculus. Prerequisite: 202 and 203. Credit, three hours. Staff.
- 211 **INTRODUCTION TO PROBABILITY AND STATISTICS.** Topics include probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical influence. Prerequisite: 201. Credit, three hours. Mrs. Bouknight.
- 301 **MODERN ABSTRACT ALGEBRA.** A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Credit, three hours. Mrs. Spooner.
- 302 **ADVANCED MULTIVARIABLE CALCULUS.** The differential and integral calculus of Euclidean 3-space, using vector notation, leading up to the formulation of solution (in simple cases) of the partial differential equations of mathematical physics. Prerequisite: 204. Credit, three hours. Staff.

- 303 ADVANCED PROBABILITY AND STATISTICS. A study of statistical theory and inference from data. Topics include estimation, decision theory, testing hypotheses, relationships in a set of random variables, and linear models and design. Prerequisite: 211. Credit, three hours. Mrs. Bouknight.
- 402, 403 ADVANCED CALCULUS I AND II. Topics include the real numbers, complex numbers, set theory, metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Prerequisite: 204. Credit, three hours. Mr. Davis.
- 404 MODERN COLLEGE GEOMETRY. This course is designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction is given to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: 301, or permission from the department. Credit, three hours. Mrs. Taylor.
- 405 SEMINAR IN ADVANCED ALGEBRA AND GEOMETRY. Prerequisites: 301 and 404. Credit, three hours. Staff.
- Ed. 386M METHODS OF TEACHING SECONDARY MATHEMATICS. Credit, three hours. Mrs. Bouknight.

Courses are also available at North Carolina State University, under the interinstitutional cooperation plan, in Theory of Equations, in Intermediate and Advanced Differential Equations, in History of Mathematics, in Boundary Value Problems, in Numerical Analysis, in Computer Science, and in Statistics.

Students who wish advanced study and research in Mathematics should consult with the departmental chairman and arrange for it under Special Study 300.

Music

W. David Lynch, *Associate Professor, Chairman*

Stuart Pratt, *Professor*

Beatrice Donley, *Associate Professor*

Phyllis Weyer Garriss, *Assistant Professor*

James L. Clyburn, *Assistant Professor*

Isabelle Haeseler, *Assistant Professor*

Jane W. Sullivan, *Instructor*

James B. Lamb, *Instructor*

Ellen Marcia Leinwand, *Special Instructor*

Lynda Arrington, *Special Instructor*

Almut Burian, *Special Instructor*

Cynthia Crittenden, *Special Instructor*

Betty Jo Farrington, *Special Instructor*

Vicki Ham, *Special Instructor*

Barbara Ann Humble, *Special Instructor*

Joan Melton Smith, *Special Instructor*

Courses in the Department of Music fall into several groups: cultural courses in history and appreciation designed primarily for students not specializing in music; courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher); courses in theory and composition designed to furnish a solid background for the understanding and interpretation of music as well as to develop fully the creative ability of the individual; and instruction in applied music, leading to artistic performance.

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are necessary prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Bachelor of Arts, Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology,

music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (page 50). The student must take at least 72 semester hours in liberal arts and science subjects other than music—40-52 hours in prescribed subjects and area distribution requirements (page 51) and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses	29 hours
Theory 101, 102, 221 and 222.....	16
Introduction to Music 226.....	3
History of Musical Styles and Structures	
363, 364	8
Seminar 492	2
Applied Music and electives.....	19 hours
Minimum in Applied Music.....	8
Electives	11
(Applied Music, Music Literature,	
Theory, Music Education or Ensemble)	

Bachelor of Music Degree The four-year Bachelor of Music degree with a major in either Music Education or Applied Music seeks to produce competent, practical musicians who are well versed in the liberal arts. Requirements for the degree as outlined below are planned with this aim in mind.

<i>Requirements for all B.Mus. Candidates</i>	LIBERAL ARTS AND SCIENCES.....	40-42 hours
	Prescribed Subjects	
	English Composition	3
	A three-hour course in major British authors	3
	Foreign Language	0-12
	Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of the first college year of the language except that Applied Music majors in voice must attain proficiency at that level in two of the following: French, German, or Italian.	

Religion	6
A six-hour introduction to the Old and New Testaments <i>or</i>	
A three-hour introduction to Biblical literature and one advanced three-hour course	
Physical Education	four semesters
Freshman Colloquium	1
Area Distribution Requirements in Addition to Prescribed Subjects	
Subjects in Natural Sciences and Mathematics area	
	3-4
Subjects in Social Sciences area.....	
	6
Electives in Subjects Other Than Music.....	5-18*
MUSIC COURSES	27 hours
Theory 101, 102, 221 and 222.....	16
Introduction to Music 226.....	3
History of Musical Styles and Structures	
363, 364	8

<i>Additional Requirements for Applied Music Major</i>	REQUIREMENTS FOR A MAJOR IN APPLIED MUSIC.....	53 hours
	Music Literature 231, 232.....	2
	Teaching of Applied Music 357, 358.....	4
	Seminar 492	2
	Electives in music.....	15**
	At least 6 hours must be music courses; no more than 9 hours may be applied music. Organ majors must take Counterpoint 351, 352 and Service Playing 495, 496.	
	Applied Music	30
	A minimum of 24 hours must be in principal applied study, 4 in secondary applied study(ies), and 2 in Ensemble.	

* Music Education majors should keep in mind that North Carolina teacher certification requirements specify the following additional areas:

Social Sciences —6 hours (to total 12 including History and at least two of the following: Anthropology, Economics, Geography, Political Science, Sociology.)

Natural Sciences—3-8 (to total 6-8 hours)

Mathematics —0-3 (to total 3 hours)

** A maximum of 4 hours credit for Ensemble will be counted toward the 120 hours minimum required for graduation.

<i>Additional Requirements for Music Education Major</i>	REQUIREMENTS FOR A MAJOR IN MUSIC EDUCATION..53 hours
	Education 231 3
	Materials and Methods for Teaching Music in Grades K-6 Ed. 385 Mus..... 3
	Materials and Methods for Teaching Music in Grades 7-12 Ed. 386 Mus..... 3
	Education courses according to needs of student..... 6
	Education 495 6
	Orchestration 494 2
	Applied Music30
	Including the following 12 hours and proficiencies:
	Winds and Percussions 365, 366..... 4
	Strings 367, 368..... 4
	Conducting 497, 498..... 4
	Non-singers—proficiency of Freshman Voice
	Non-pianists—proficiency of Freshman Piano
	Principal applied—sufficient to make four appearances on Student Recitals and a partial Senior Recital

Equipment and Facilities The Department of Music is housed in Jones Hall, constructed in 1950. Seven grand pianos, twenty-six upright pianos, two three-manual concert organs, two two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2200 recordings. Scores and listening facilities are also available.

Performance Requirements All majors in music are expected to perform regularly in their principal and secondary applied fields. Bachelor of Arts music majors and music education majors appear at least once each year in Student Recitals and present at least one-fourth of a Senior Recital (fifteen minutes' minimum). Applied music majors in the Bachelor of Music program appear at least once each semester (except the first semester of the freshman year) in Student Recitals and present a partial Junior Recital and a full Senior Recital.

Student Recitals Student recitals are held often. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts The Raleigh Concert Music Association and Friends of the College bring a number of orchestras and artists to Raleigh each season. Concerts given by the Raleigh Oratorio Society, the Chamber Music Guild, and other local organizations are also open to students. Members of the faculty of the Department of Music are active as recitalists; and students themselves provide a number of musical programs.

Theory

- 101, 102 ELEMENTARY THEORY. Introduction to the theory of music with emphasis upon the melodic, rhythmic, and harmonic structure of music and the development of musicianship. Five class hours weekly. Credit, four hours each semester. Mr. Lamb.
- 221, 222 ADVANCED THEORY. A continuation of Theory 101 and 102. Review of harmonic practice followed by a study of modulations, seventh chords, chromatic alterations as exemplified in the works of major baroque, classic and romantic composers. Prerequisites: Theory 102 before 221 and 221 before 222. Five class hours weekly. Credit, four hours each semester. Mr. Lamb.
- 233 MUSIC FUNDAMENTALS. A study of pitch, scales, keys and key signatures, rhythm and time signatures, rhythmic reading and elementary chords and their functions. Melodic, harmonic and rhythmic dictation and basic keyboard harmony included. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 101. Credit, three hours. Miss Haeseler.
- 351, 352 COUNTERPOINT. Strict counterpoint in all five species and a study of the medieval modes. Prerequisites: Theory 222 before 351 and 351 before 352. Credit, two hours each semester. Mr. Lamb.
- 491 COMPOSITION. Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 102. Credit, two hours. May be repeated for credit. Mr. Lamb.

- 494 ORCHESTRATION. A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 222. Credit, two hours. Mrs. Garriss.
- 495, 496 SERVICE PLAYING. Basic problems and techniques of playing for religious services of all denominations. Credit, one hour each semester. Mr. Lynch.

History and Literature

- 226 INTRODUCTION TO MUSIC. A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. Credit, three hours. Mrs. Garriss.
- 231, 232 MUSIC LITERATURE. A continuation of the principles of learning and listening to music related to music history. Emphasis is placed on music of the twentieth century. Credit, one hour each semester. Mr. Lamb.
- 363, 364 HISTORY OF MUSICAL STYLES AND STRUCTURES. A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. Credit, four hours each semester. Mr. Lynch.
- 492 SEMINAR. Research in problems related to music literature, theory or performance, selected by individual students or by the class. Credit, two hours. Mr. Lynch.

Music Education

- Ed. 286 Mus. GRADED MATERIALS AND METHODS. Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening and creative activities to the child in grades K through 6, the course is presented through a sequence of related activities. Not open to students who have completed Ed. 385 Mus. Prerequisite: Music 233 or permission of the instructor. Credit, three hours. Miss Haeseler.

357, 358 TEACHING OF APPLIED MUSIC. Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching beginners each semester. Credit, two hours each semester. Staff.

365, 366 WIND AND PERCUSSION INSTRUMENTS. Techniques of playing and teaching important woodwind, brass and percussion instruments. Credit, two hours each semester. Miss Haeseler.

367, 368 STRING INSTRUMENTS. A practical study of string instruments with emphasis on the violin including teaching methods. Credit, two hours each semester. Mrs. Garriss.

Ed. 385 Mus. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6. Survey of the materials and methods for the presentation of singing, rhythmic, instrumental, creative and listening activities to the child in grades K through 6. Prerequisite: Theory 102. Credit, three hours. Miss Haeseler.

Ed. 386 Mus. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12. A study of the development characteristics of adolescents with special attention to boys' changing voices, the general music class including the unit method of study, rehearsal techniques, classroom management problems. Credit, three hours. Miss Haeseler.

497, 498 CONDUCTING AND CHORAL LITERATURE. Essentials in conducting including choral literature, rehearsal techniques and vocal arranging. Three class hours weekly. Credit, two hours each semester. Miss Haeseler.

Ensembles All music majors are required to participate in an ensemble each semester (except possibly the first semester of the freshman year). Credit for ensemble courses, however, may not exceed a total of four semester hours for Bachelor of Music candidates or two semester hours for Bachelor of Arts candidates.

Instrumental Ensemble Rehearsal and performance of works taken from the standard ensemble literature; open to all qualified students by arrangement with members of the music faculty. Credit, one hour each semester. Mrs. Garriss.

Vocal Ensemble Rehearsal and performance of literature covering material from Classical through Contemporary periods. Open only to qualified members of the Chorus, except by permission of the staff. Credit, one hour each semester. Miss Donley.

Chorus Two semesters required for all students majoring in music. Open to all students without audition. The Chorus as a whole, and groups selected from it, provide music for various College functions and give concerts on and off campus. Attendance at three one-hour rehearsals each week and at all performances required. Credit, one hour each semester. Mrs. Sullivan.

Meredith Singers A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Attendance at three hours of rehearsal weekly and at all performances required. Credit, one hour each semester. Mrs. Sullivan.

Orchestra An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. Symphony orchestra experience is encouraged by participation by qualified students in the North Carolina State University Symphony and in the Duke University Symphony Orchestra. Credit, one hour each semester. Mrs. Garriss, coordinator.

Accompanying The student will accompany at least one recital per semester to receive credit. Credit, one hour each semester.

Applied Music A student in the department of music who wishes to take part in public programs should consult with her respective teachers and the chairman of the department in advance.

All courses in applied music require at least three hours practice per week for each semester hour credit. For every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	3
2	2	6
3	2	9
4	2-3	12

No student may take more than eight semester hours of applied music per semester. Work in applied music is adjusted to suit the needs of each individual, but in general follows the outlines below.

Piano Mr. Pratt. Mr. Clyburn, Mrs. Crittenden, Mrs. Ham, Mrs. Smith

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters freshman piano.

00 PREPARATORY PIANO. A maximum of six semester hours of this work for credit permitted.

100 FRESHMAN PIANO. Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn in D major, Mozart F major (K. 332), and Beethoven Op. 14, No. 2; the easier Chopin *Preludes, Valses, Mazurkas, Nocturnes*; other classical, romantic, and contemporary composers.

200 SOPHOMORE PIANO. Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

300 JUNIOR PIANO. Bach *Well-Tempered Clavier, Toccatas, Partitas*, etc.; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades*, etc.; other classical, romantic, impressionistic, and contemporary composers.

400 SENIOR PIANO. Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ Mr. Lynch, Miss Haeseler, Mrs. Crittenden, Mrs. Humble

100 FRESHMAN ORGAN. Manual and pedal technique. Bach *Orgelbuechlein, Eight Short Preludes and Fugues*, comparable works; Dupre *Seventy-Nine Chorales*; short pieces involving funda-

mentals of registration and use of expression pedals; hymn playing. Students beginning organ usually take two-thirds of their work in organ and one-third in piano.

- 200 SOPHOMORE ORGAN. Bach *Preludes and Fugues* of the first master period, *Chorale Preludes*, *Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.
- 300 JUNIOR ORGAN. Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.
- 400 SENIOR ORGAN. Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin Mrs. Garriss, Mrs. Burian

- 100 FRESHMAN VIOLIN. Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.
- 200 SOPHOMORE VIOLIN. Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.
- 300 JUNIOR VIOLIN. Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.
- 400 SENIOR VIOLIN. Scales in thirds and octaves; etudes by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

*Orchestral
Instruments*

Courses in instruments other than those listed above are in some cases available upon request, when qualified instruction is available by members of the departmental faculty. Under the inter-institutional cooperation plan, lessons in instruments such as flute, trumpet, and clarinet are available at North Carolina State University. Credit is given on the same basis as other applied music.

Voice Miss Donley, Mrs. Sullivan, Mrs. Arrington, Mrs. Farrington

- 00 PREPARATORY VOICE. A maximum of six semester hours of this work for credit permitted.
- 100 FRESHMAN VOICE. Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.
- 200 SOPHOMORE VOICE. Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.
- 300 JUNIOR VOICE. More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.
- 400 SENIOR VOICE. Technical work continued, stressing flexibility. Total repertory should include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange through Special Study 300. Courses are also available in music through the Cooperating Raleigh Colleges.

Psychology

Gloria H. Blanton, *Associate Professor, Chairman*
Marie Mason, *Associate Professor*

Psychology 221 is a prerequisite for all other courses.

Requirements for a Major A minimum of 24 semester hours including 221, 222 and 378 or their equivalents. It is expected that a major's program will include a seminar and some provision for individual or independent study or research.

- 221, 221S GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior including such topics as growth and development, motivation, emotion, learning and thinking, and individuality and personality. Credit, three hours.
- 222 EXPERIMENTAL PSYCHOLOGY. An introduction to the literature and techniques of experimental psychology including such areas as sensory processes, perception, conditioning and problem solving. Quantitative treatment of data. Each student designs and conducts an experiment. Two lectures and one two-hour laboratory. Credit, three hours.
- 231, 231S EDUCATIONAL PSYCHOLOGY. See Education 231 for description.
- 232 MENTAL HEALTH. Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. (Offered even-numbered years only.) Credit, three hours.
- 332 HUMAN GROWTH AND DEVELOPMENT. See Education 332 for description. A student may receive psychology credit for this course or 347 but not for both.
- 347 CHILD PSYCHOLOGY. See Education 347 for description.
- 351 BEHAVIOR DISORDERS. A study of major forms of behavior pathology including neuroses, psychoses, character disorders, alcoholism and drug addiction. Credit, three hours.
- 355 SOCIAL PSYCHOLOGY. The interaction of the individual and society. Topics include development and change of attitudes, interpersonal relationships, leadership and group dynamics. (Offered in even-numbered years only.) Credit, three hours.
- 358 THEORIES OF PERSONALITY. A seminar in major contemporary theories of personality. Theories are evaluated in light of research findings. (Offered in odd-numbered years only.) Credit, three hours.
- 378 INTRODUCTION TO RESEARCH. See Sociology 378 for description.

456, 456F MEASURING AND GUIDING ADOLESCENT BEHAVIOR. See Education 456 for description.

Students who wish individual study in history and systems of psychology or a combination of individual study and supervised field learning in an agency offering psychological services should consult with the departmental chairman and arrange for it under Special Study 300.

Religion and Philosophy

Roger H. Crook, *Professor, Chairman*

Ralph E. McLain, *Professor*

Bernard H. Cochran, *Associate Professor*

Harold E. Littleton, Jr., *Assistant Professor*

John Colin Harris, *Instructor*

James Z. Alexander, *Visiting Lecturer from Shaw University*

Charles L. Coleman, *Visiting Lecturer from Shaw University*

John Eddins, *Visiting Lecturer from Southeastern Seminary*

Religion

Requirements for a Major in Religion Twenty-four hours. Prerequisite for all other courses: Religion 101 and 102 or 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS. A study of the central meaning of the Bible. Credit, six hours. Staff.

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY. A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. Credit, three hours. Staff.

247 WORLD-WIDE CHRISTIANITY. The world mission of the Christian religion as it confronts the modern scientific age. Credit, three hours. Mr. McLain.

248 THE RELIGIONS OF MANKIND. A survey and analysis of the great religions of the world in their inter-relationships, with an effort to understand what would be an adequate religion for modern man. Credit, three hours. Mr. McLain.

- 265 THE PROPHETIC ELEMENT IN RELIGION. A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours. Mr. Crook.
- 266 PAULINE LITERATURE. The development of early Christian life and thought as found in the work and writings of Paul. Credit, three hours. Mr. Crook.
- 331 SOCIOLOGY OF RELIGION. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Credit, three hours. Mr. Crook.
- 351 LEADERSHIP IN RELIGIOUS EDUCATION. The principles and techniques of Christian leadership. Credit, three hours. Mr. McLain.
- 355 THEOLOGY AND CONTEMPORARY LITERATURE. A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined include Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours. Mr. Cochran.
- 361 HISTORY OF CHRISTIANITY. An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. Credit, three hours. Mr. Cochran.
- 364 RELIGION IN AMERICA. A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined. Credit, three hours. Mr. Cochran.
- 369 FOUNDATIONS OF CHRISTIAN THOUGHT. An introduction to Christian beliefs which explores such issues as the problem of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings include works by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. Credit, three hours. Mr. Cochran.

- 370 CHRISTIAN ETHICS. The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. Credit, three hours. Mr. Crook.
- 372 PSYCHOLOGY OF RELIGION. A study of the results of psychological analysis of religious experiences. Credit, three hours. Mr. McLain.
- 380 RELIGION IN CONTEMPORARY SOCIETY. A study of the interplay of religion and social, economic, and political changes. Credit, three hours. Mr. Crook.
- 387 SEMINAR. Open to students who have had a minimum of twelve hours in Religion. Credit, three hours. Staff.

Philosophy

- 223 INTRODUCTION TO PHILOSOPHY. A student-developed course. The method differs from year to year. Lectures, discussions, student reports on materials chosen by the reporters. Credit, three hours. Mr. Littleton.
- 352 HISTORY OF PHILOSOPHY. An introductory survey of the development of philosophical thought. Credit, three hours. Mr. Littleton.

Students who wish advanced study or research in Religion and Philosophy should consult with the departmental chairman and arrange for it under Special Study 300.

Sociology and Geography

Leslie W. Syron, *Professor, Chairman*
 Vergean R. Birkin, *Assistant Professor*
 Charles R. Tucker, *Assistant Professor*
 Helen P. Clarkson, *Assistant Professor*
 Ida J. Cook, *Instructor*
 William B. Clifford, *Visiting Lecturer, N. C. State University*
 Robert David Mustian, *Visiting Lecturer, N. C. State University*

Sociology

Either Sociology 221 or Sociology 271 is required as a pre-requisite for all other courses in sociology. Prerequisites may be waived in exceptional cases.

Requirements for a Major in Sociology Twenty-four hours in sociology including 221, 222, 499, or their equivalents, and one course taught as a seminar.

Social Welfare Program A student who wishes to complete the social welfare sequence should file a declaration of intent at the end of her freshman year. She will confer with a designated member of the department to outline a plan for completing the specified content with requirements and options. Upon graduation she will be awarded a certificate stating that she has completed all requirements for the social welfare sequence. At her request, the fact will be noted on her official transcript. The following courses in sociology must be completed: 222, 363, 374, 397, and 300. Three to six hours, according to individual advising, must be completed in each of the following fields, Economics, Political Science, Psychology.

- 221 or 221S PRINCIPLES OF SOCIOLOGY. A general introduction to the field of sociology and to methods used in sociological research. Credit, three hours. Staff.
- 222 SOCIAL PROBLEMS. An analysis of selected major problems in contemporary society; individual projects to give experience in simple research techniques. Credit, three hours. Staff.
- 271 CULTURAL ANTHROPOLOGY. An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Credit, three hours. Miss Syron.
- 351 AMERICAN MINORITY PEOPLES. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Credit, three hours. Mr. Tucker.
- 352 CRIMINOLOGY. An analysis of the nature and extent of criminal behavior; current practices in crime control. Credit, three hours. Mr. Tucker.

- 363 THE COMMUNITY. A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. Credit, three hours. Mr. Tucker.
- 364 CONTEMPORARY SOCIETY. A seminar directed toward sociological analysis of social change in the southeastern states or other selected regions. Credit, three hours. Miss Syron.
- 372 COMPARATIVE CULTURES. An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. Credit, three hours. Miss Syron.
- 374 or 374F THE FAMILY. A study of the origin and structure of the family and its function as the basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Credit, three hours. Mr. Tucker.
- 378 INTRODUCTION TO RESEARCH. An introduction to some basic methods of research in the behavioral sciences and to fundamental statistical concepts. Credit, three hours. Mrs. Cook.
- 397 or 397S SOCIAL WELFARE AS A SOCIAL INSTITUTION. The development of a foundation for analysis of social welfare programs and services as they have evolved to meet needs and problems of social life in a changing society. Credit, three hours. Mrs. Clarkson.
- 499 or 499S INTRODUCTION TO SOCIAL THEORY. A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Credit, three hours. Mrs. Cook.

Geography

- 201 or 201S ELEMENTS OF PHYSICAL GEOGRAPHY. An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Credit, three hours. Mr. Birkin.

- 202 WORLD REGIONAL GEOGRAPHY. A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 201 or permission of the departments concerned. Credit, three hours. Mr. Birkin.
- 231 CONSERVATION OF NATURAL RESOURCES. An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever-growing problem of preservation for future generations. Credit, three hours. Mr. Birkin.
- 362 POLITICAL GEOGRAPHY. A study of the State as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, inter-state relations, foreign trade, colonies, and international organizations in their relation to the State. A systematic approach, with case studies. Credit, three hours. Mr. Birkin.

Students who wish advanced study or research in Sociology and Geography should consult the chairman of the department and arrange for it under Special Study 300.

A field experience in a social welfare agency with a seminar in social work practice which emphasizes the role of the professional social worker in the agency and the skills and the methods used in social work is available regularly under this option.



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	Cille Benton Griffith, 1962, Raleigh, N. C., <i>Recording Secretary</i>
	Annie Laurie Overton Pomeranz, 1941, Sanford, N. C., <i>Alum-</i> <i>na-at-Large</i>
	Joyce McIntyre Rudisill, 1942, Charlotte, N. C., <i>Alumna-at-</i> <i>Large</i>
	Carolyn Covington Robinson, 1950, Raleigh, N. C., <i>Director of</i> <i>Alumnae Affairs</i>

Faculty

- | | |
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| <p>Helena W. Allen
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| <p>Gloria H. Blanton
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 Assistant Professor (1958).
 of Music
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 University. (1949).
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 Foreign Languages (1968).
- Charles A. Davis B.S., M.A.M., Ph.D., North Carolina State University.
 Associate Professor (1967).
 of Mathematics
- Beatrice Donley B.M. (Voice), B.M. (Public School Music), West Vir-
 Associate Professor ginia University; Voice with Horatio Connell, Juilliard
 of Music School of Music; Voice with Adelaide Gescheidt, New
 York. (1942).
- Harry K. Dorsett A.B., Wake Forest University; A.M., Columbia Univer-
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 of Education Teachers. (1941).
- James H. Eads, Jr. A.B., University of Kansas; M.S., University of Ala-
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 of Biology
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 Instructor in English University. (1969).
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 Assistant Professor State University; Graduate Study, Duke University.
 of Education (1962).

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Director of Admissions Tennessee, University of Reading, England. (1953).
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Associate Professor vania; Ph.D., University of North Carolina at Chapel
of English Hill. (1956).
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 North Carolina at Chapel Hill. (1957).
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- Harold E. Littleton, Jr. B.S., Clemson University; B.D., Southern Baptist Theo-
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Associate Professor of Music; Akademie "Mozarteum," Salzburg, Austria;
of Music Andre Marchal, Paris. Isolde Ahlgrimm, Arthur Poister,
 Robert Noehren. (1969).

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|--|--|
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| Charles B. Parker, Jr.
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| Thomas C. Parramore
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| Stuart Pratt
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Graduate Study, North Carolina State University.
(1961). |
| David R. Reveley
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of Virginia. (1955). |
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<i>Director of Alumnae
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University. (1965). |
| Norma Rose
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consin; Graduate Study, University of Munich. (1966). |
| Evelyn P. Simmons
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of Tennessee; Graduate Study, University of Florida,
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Hill. (1962). |
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| Linda Solomon
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sity of North Carolina at Chapel Hill. (1970). |
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<i>Instructor in
Political Science</i> | A.B., A.M., University of Florida; Graduate Study,
University of North Carolina at Chapel Hill. (1970). |
| LaRose F. Spooner
<i>Instructor
in Mathematics</i> | A.B., Tift College; M.A.T., Duke University. (1967). |

Marilyn M. Stuber <i>Assistant Professor of Home Economics</i>	B.S., M.S., University of Nebraska; Graduate Study, North Carolina State University. (1965).
Jane W. Sullivan <i>Instructor in Music</i>	A.B., B.Mus., Meredith College; Graduate Study, University of North Carolina at Chapel Hill. (1966).
Leslie W. Syron <i>Professor of Sociology</i>	A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill. (1945).
Olive D. Taylor <i>Instructor in Mathematics</i>	B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; Graduate Study, Western Carolina University. (1970).
Charles R. Tucker <i>Assistant Professor of Sociology</i>	A.B., Delta State College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; Graduate Study, University of North Carolina at Chapel Hill. (1966).
Leonard White <i>Associate Professor of Art</i>	A.B., A.M., University of North Carolina at Chapel Hill. (1964).
John A. Yarbrough <i>Professor of Biology</i>	A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; Graduate Study, Northwestern University. (1943).
Mary Yarbrough <i>Professor of Chemistry and Physics</i>	A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University. (1928).

Part-Time Faculty Members

James Z. Alexander <i>Visiting Lecturer in Religion</i>	A.B., Shaw University; B.D., S.T.M., Andover-Newton Theological School. Visiting Professor from Shaw University. (1970).
Lynda Arrington <i>Instructor in Music</i>	B.A., Meredith College. (1968).
Charles K. Bayne <i>Instructor in Mathematics</i>	A.B., Blackburn College; M.S., Washington University; Graduate Study, North Carolina State University. (1970).

- Kenni Beam A.B., Queens College. (1970).
Laboratory Instructor
in Biology
- Almut Burian Diploma, Hochschule für Musik, Frankfurt. (1970).
Instructor in Music
- Margaret E. Clark B.S., Flora MacDonald College; Graduate Study, Cornell University, North Carolina State University. (1967).
Instructor in
Home Economics
- Helen P. Clarkson A.B., Bates College; A.M., Washington State College. (1970).
Assistant Professor
of Sociology
- William B. Clifford B.S. Grove City College; M.A., West Virginia University; Ph.D., University of Kentucky. (1971)
Visiting Lecturer
in Sociology
- Charles L. Coleman B.A., Shaw University; B.D., S.T.M., Andover-Newton Theological School. Visiting Professor from Shaw University.
Visiting Lecturer
in Religion
- Ida J. Cook A.B., University of Florida; M.S., Florida State University. (1970).
Instructor in Sociology
- Cynthia Crittenden B.S., M.M., Texas Women's University. (1969).
Instructor in Music
- John Eddins B.S., Auburn University; B.A., Samford University; B.D., Th.D., Southern Baptist Theological Seminary. Visiting Professor from Southeastern Baptist Theological Seminary. (1970).
Visiting Lecturer
in Religion
- Betty Jo Farrington B.A., Meredith College. (1969).
Instructor in Music
- Katalin Y. Galligan A.B., Veres Palnc, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill. (1969).
Assistant Professor of
Foreign Languages
- Vicki Ham B. M., Salem College; M.M., University of Illinois. (1970).
Instructor in Music

- | | |
|--|--|
| John Colin Harris
<i>Instructor in Religion</i> | A.B., Mercer University; B.D., Southeastern Baptist Theological Seminary; Enrolled in Ph.D. program at Duke University. (1970). |
| Nancy E. Hinkley
<i>Instructor in Foreign Languages</i> | B.A., Augustana College; M.A., University of Florida. (1970). |
| Barbara Ann Humble
<i>Instructor in Music</i> | A.A., Mars Hill College; B.M., Stetson University; B.C.M., M.C.M., Southern Baptist Theological Seminary. (1970). |
| Helen H. Jones
<i>Instructor in English</i> | A.B., A.M., University of North Carolina at Greensboro. (1969). |
| Ellen Marcia Leinwand
<i>Instructor in Music</i> | B.A., State University of New York at Binghamton; M.M., University of North Carolina at Chapel Hill. (1971) |
| Joyce Lindley
<i>Graduate Assistant in Physical Education</i> | A.B., Meredith College. (1970). |
| Robert W. Morgan
<i>Instructor in Foreign Languages</i> | A.B., B.D., A.M., Duke University. (1967). |
| Robert David Mustian
<i>Visiting Lecturer in Sociology</i> | B.S., North Carolina State University; M.S., North Carolina State University; Ph.D., Florida State University. (1971) |
| Joan M. Smith
<i>Instructor in Music</i> | B.M., M.M., University of Mississippi; Graduate Study, University of North Carolina at Chapel Hill; Todd Duncan, Richard Edwards, Hans Barth, Roger Hannay, Arthur Kreutz. (1970). |
| Edith S. Stevens
<i>Instructor in Foreign Languages</i> | A.B., Marshall University; A.M., Columbia University; M.Ed., University of North Carolina at Chapel Hill. (1969). |
| Frances W. Stevens
<i>Instructor in Physical Education</i> | A.B., Mary Washington College; A.M., New York University. (1961). |

<p>Frances P. Woodard <i>Assistant Professor of English</i></p>	<p>A.B., Meredith College; A.M., University of North Carolina at Chapel Hill. (1968).</p>
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Faculty Emeriti

<p>Ellen Dozier Brewer <i>Professor of Home Economics</i></p>	<p>A.B., Meredith College; B.S., A.M., Columbia University.</p>
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<p>Lila Bell <i>Associate Professor of Education</i></p>	<p>A.B., University of North Carolina at Greensboro; M.Ed., Duke University; Graduate Study, Columbia University, University of North Carolina at Chapel Hill. (1941).</p>
--	--

<p>Carlyle Campbell <i>President</i></p>	<p>A.B., A.M., Wake Forest College; LL.D., University of South Carolina, Wake Forest College, Graduate Study, Columbia University.</p>
--	--

<p>Ernest F. Canaday <i>Professor of Mathematics</i></p>	<p>A.B., William Jewell College; A.M., Missouri University; Ph.D., Duke University.</p>
--	---

<p>Harry E. Cooper <i>Professor of Music</i></p>	<p>A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow American Guild of Organists; Guy Weitz, London. (1937).</p>
--	--

<p>Louise E. Fleming <i>Dean of Students</i></p>	<p>A.B., Meredith College; A.M., Columbia University; Graduate Study, Union Theological Seminary, University of Chicago Divinity School. (1950).</p>
--	--

<p>L. E. M. Freeman <i>Professor of Religion</i></p>	<p>A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.</p>
--	---

<p>Mae F. Grimmer <i>Director of Alumnae Affairs</i></p>	<p>A.B., Meredith College.</p>
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<p>Mary Lynch Johnson <i>Professor of English</i></p>	<p>A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University.</p>
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- | | |
|---|--|
| Ira O. Jones
<i>Assistant Professor
 of Sociology</i> | Ph.B., University of Chicago; A.M., Ph.D., University of Nebraska. |
| Margaret C. Martin
<i>Director of
 Alumnae Affairs</i> | A.B., Meredith College; A.M., Columbia University; (1953, 1964). |
| Ethel Tilley
<i>Professor of Psychology</i> | A.B., Ohio Wesleyan University; A.M., Ph.D., Boston University. |
| B. Y. Tyner
<i>Professor of Education</i> | A.B., Buie's Creek Academy; A.M., Wake Forest College; Graduate Study, George Peabody College. |
| Lillian Parker Wallace
<i>Professor of History</i> | A.B., University of Denver; M.S., North Carolina State College; Ph.D., Duke University. |

Administration

E. Bruce Heilman (1966), Ph.D., LL.D., *President*
Carlyle Campbell (1939-1966), A.M., LL.D., *President Emeritus*
Craven Allen Burris (1969), Ph.D., *Academic Dean*
Joe Baker (1966), A.B., *Business Manager and Treasurer*
John T. Kanipe, Jr. (1968), M.Ed., *Executive Director of Development*
Marie Mason (1969), Ph.D., *Dean of Students*
John B. Hiott (1968), B.D., *Registrar and Assistant to the Academic Dean*
Mary Bland Josey (1953), A.B., *Director of Admissions*

Office of the President E. Bruce Heilman (1966), Ph.D., LL.D., *President*
W. Robert Spinks (1970), B.A., M.R.E., M.A., *Assistant to the President*
Gloria H. Blanton, Ph.D., *Special Assistant to the President*
Lois S. Renfrow (1953), *Administrative Secretary to the President*
Gayle A. Pratt (1967), *Secretary to the President*

Academic Affairs

Office of the Dean Craven Allen Burris (1969), Ph.D., *Academic Dean*
John B. Hiott (1968), B.D., *Registrar and Assistant to the Academic Dean*
Pat B. Lyles (1970), *Secretary to the Academic Dean*
Sue R. Todd (1968), A.B., *Records Secretary*
Linda N. Johnson (1968), A.A., *Secretary to the Registrar*
Charlotte Hoppe (1971), B.A., *Secretary to the Registrar*

Library Hazel Baity (1941), A.B. in L.S., *Librarian*
Jane Greene (1945), A.B., A.M. in L.S., *Assistant Librarian*
Dorothy F. McCombs (1961), A.B., M.S. in L.S., *Assistant Librarian*
Dorothy Quick (1970), A.B., *Assistant*
Rebecca Anders (1968), *Clerical Assistant*
Josephine Chapman (1970), *Clerical Assistant*

Business Affairs

- Business Office* Joe Baker (1966), A.B., *Business Manager and Treasurer*
Gwen P. Davis (1963), A.B., *Chief Accountant* (-December, 1970)
Mary Lou Greene, B.S., *Chief Accountant* (December, 1970-)
Virginia Scarboro (1961), A.A., *Secretary to the Business Manager*
Margaret L. Johnson (1958), *Cashier-Secretary*
Pauline I. Gay (1964), *Bookkeeper*
Deanna S. Podell (1969), *Accounting Clerk*
- Equitation* Luke Huggins, A.A., *Director*. (1969)
- College Store* Dru M. Hinsley (1953), A.B., *Manager*
Ruth L. Gower (1959), *Assistant*
Rebecca Tucker (1968), *Assistant*
- Office Supplies and Services* Betty Sue Johnson (1964)
- Food Services* Hoyt Taylor (1969), *Manager*
- Dormitories* Frances E. Thorne (1961), *House Director*
Lucille Dandridge (1961), *Assistant House Director*
Mary W. Liles (1960), *Laundry Supervisor*
- Buildings and Grounds* Harry Simmons (1949), *Superintendent*
- Switchboard* Linda Harrison (1970), *Operator*

Student Personnel Services

- Office of the Dean of Students* Marie Mason (1969), Ph.D., *Dean of Students*
Terry Fuller (1970), M.A., *Director of Testing and Placement*
Alma James (1970), B.R.E., *Resident Advisor*
Madeleigh Cooper (1970), *Resident Advisor*
Betty Jean Yeager (1948), A.B., *Secretary to the Dean of Students*
- Admissions* Mary Bland Josey (1953), A.B., *Director*
Barbara Sue Ennis (1966), A.B., A.M., *Assistant Director*
Shera Jackson (1969), A.B., *Admissions Counselor*

Audrey Gardner (1969), *Financial Aid Assistant*
Mary K. Hamilton (1956), *Secretary*
Lucille J. Thatcher (1970), A.M., *Secretary*

Religious Activities Charles B. Parker, Jr. (1967), B.D., Th.M., *College Minister*
Edward H. Pruden (1970), B.A., Th.M., Ph.D., D.D., *Pastor-in-Residence*

Health Services Earl Parker (1970), M.D., *College Physician*
Jean C. Merritt (1970), L.P.N., *Nurse*
Ruth Ann Gnadl (1970), L.P.N., *Nurse*
Marie Mason (1969), R.N., *Nurse*

Development Affairs

Office of Development John T. Kanipe, Jr. (1968), B.S., M.Ed., *Executive Director of Development*
Elsie S. Gabriel (1970), *Secretary to the Executive Director*
Margaret D. Hatfield (1969), *Records Secretary*

Estate Planning Charles W. Patterson, III (1968), A.B., *Director of Estate Planning, and Associate Director of Development*
Ann C. Parker (1969), *Secretary to the Director of Estate Planning*

Alumnae Affairs Carolyn C. Robinson (1958), A.B., *Director of Alumnae Affairs*
Elizabeth H. Ponton (1964), A.B., *Assistant*
Evelyn R. Posey (1962), *Secretary*
Hannah B. Carter (1964), A.B., *Secretary*

Information Services W. L. Norton, Jr. (1970), B.A., *Director of Information Services*
Barbara S. Baird (1969), B.S., *Secretary to the Director of Information Services*

Degrees Conferred in 1970

<i>Bachelor of Arts</i>	Albright, Marlyn Compton.....	Lexington
	Anderson, Jacqueline Kaye.....	Jacksonville
	Anderson, Johnnie Virginia, <i>Cum Laude</i>	Greenville, S. C.
	Anderson, Mary Carlisle.....	Cary
	Armstrong, Patricia Lynn.....	Winston-Salem
	Autry, Elizabeth Henderson.....	Raleigh
	Barker, Lynda Irene.....	Milton
	Bartholomew, Emma Ruth, <i>Cum Laude</i>	Louisburg
	Baxter, Elizabeth Byrn.....	Newport News, Va.
	Beck, Priscilla Ruth.....	Thomasville
	Blackmon, Mary Phyllis, <i>Cum Laude</i>	Hartsville, S. C.
	Bonardi, Brenda Pierce.....	Lynchburg, Va.
	Bowen, Roma Leigh.....	High Point
	Bradsher, Sarah Winstead, <i>Cum Laude</i>	Raleigh
	Brandon, Nance Rumley.....	Raleigh
	Bridgman, Sandra Kay.....	Roanoke Rapids
	Briles, Jacqueline Sue.....	Columbia, S. C.
	Brown, Annie Katherine.....	Mount Airy
	Brumley, Jo Carole.....	Salisbury
	Bryant, Betty Nan.....	Houston, Texas
	Bryant, Elizabeth Becton.....	Bunn
	Buchanan, June Elizabeth, <i>Cum Laude</i>	Raleigh
	Burgess, Donna Ann.....	Smithfield
	Burgess, Patricia Ann.....	Wendell
	Burkett, Betty Moore.....	Raleigh
	Butler, Alicia Suarez, <i>Cum Laude</i>	Louisburg
	Campbell, Jo Ann.....	Raleigh
	Carroll, Barbara Ann.....	Gastonia
	Caveny, Rita Elala.....	Kings Mountain
	Chalk, Margaret Ann Knowles.....	Raleigh
	Cherry, Sarah Jo.....	Hamilton
	Clark, Carol Denny.....	Alexandria, Va.
	Clarke, Frances Gary.....	Richmond, Va.
	Clayton, Diane Everette.....	Lillington
	Cocker, Laurie Anne.....	Arlington, Va.
	Coghill, Karen Diane.....	Laurel, Md.
	Cook, Elizabeth Sue Hammons.....	Chapel Hill
	Cooper, Catherine.....	Nashville
	Coulson, Betty Boyette.....	Raleigh
	Council, Susan Elizabeth.....	Wilmington

Creagh, Teresa Hudson.....	Pollocksville
Crews, Nan Katharine Illman.....	Durham
Crocker, Donna Lynn, <i>Cum Laude</i>	Raleigh
Davenport, Anne Lee.....	Fayetteville
Davis, Mary Ann Whitty.....	New Bern
Dunning, Janice Marie Burns.....	Titusville, Fla.
Easterling, Margaret Aleen.....	Greensboro
Eddins, Judith Shepherd.....	Fayetteville
Euliss, Ann Cheek.....	Burlington
Eure, Alice Gray.....	Portsmouth, Va.
Fleming, Mary Ann.....	Louisburg
Ford, Frances Marilyn.....	Charlotte
Foster, Diane Elizabeth.....	Wilkesboro
Fowler, Lois Lee.....	Durham
Fuquay, Betty Byrd.....	Raleigh
Gambill, Gwendolyn Brooks.....	Elkin
Gay, Mary Alice.....	Kinston
George, Carrie Camilla.....	Laurens, S. C.
George, Mary Suzanne.....	Edenton
Gilbert, Paula Tudor, <i>Magna Cum Laude</i>	Charleston, S. C.
Given, Frances Sue Sumner.....	Raleigh
Glass, Georgia Ann.....	Richmond, Va.
Glover, Sara Florence.....	Georgetown, S. C.
Godwin, Evelyn Newsome.....	Gatesville
Gore, Claudia Edwards.....	Rockingham
Gourley, Pamela Sue.....	Statesville
Grady, Margaret Elizabeth.....	Chapel Hill
Griffith, Cynthia Alice.....	Siler City
Grogan, Virginia Lynn.....	Hickory
Hackskaylo, Julia Anne.....	Star
Haddock, Linda Kay, <i>Magna Cum Laude</i>	Trenton
Harward, Susan Ann.....	Durham
Hauser, Susan Marie.....	High Point
Heedick, Cheryl Jane.....	Charlotte
Hemphill, Virginia Lynn.....	Black Mountain
Henderson, Conna Frances Armstrong.....	Goldsboro
Hilton, Jo Anne Blackburn.....	Morristown, N. J.
Hughes, Brenda Parks.....	Jacksonville
Hundley, Linda Caroline Brame.....	Chapel Hill
Hunt, Betty Jean Sprague.....	Raleigh
Hutchins, Sarah Jane.....	Sanford
Jackson, Mary Louise.....	Tabor City

Jeffreys, Phyllis Diann.....	Louisburg
Jewell, Mary Jo.....	Charlotte
Johnson, Betty King.....	Raleigh
Johnson, Joyce Lynne.....	Wilmington
Jones, Ruth Browne.....	Raleigh
Lamb, Sherry Lou Rice.....	Lumberton
Langhorne, Carolyn Ann.....	Augusta, Ga.
Lawing, Katherine Anne.....	Greensboro
Lawson, Rebecca Parker.....	Raleigh
Leggett, Sheron Elisabeth.....	Manassas, Va.
Lemley, Carol Louise.....	Raleigh
Liles, Rebecca Mae.....	Raleigh
Lindley, Joyce Karen.....	Lutherville, Md.
Lindsay, Nancy Austin.....	Vienna, Va.
Maclary, Susan West.....	Newark, Del.
Martin, Jean Lindsay.....	Winston-Salem
Martin, Margaret Eshelman.....	Durham
Martin, Rosemary.....	Marion, S. C.
Matheny, Ann Davis.....	Zebulon
McCarty, Patricia Ann.....	Richmond, Va.
McGirt, Rachel Brooks, <i>Magna Cum Laude</i>	Whiteville
McLawhorn, Sophia Stroud.....	Winterville
McShane, Deborah.....	Wilson
Meadows, Mary Emily Dellinger.....	Raleigh
Miller, Mary Amaryllis.....	Columbia, S. C.
Mills, Audrey Virginis.....	Raleigh
Morris, Janet Kay.....	Hampton, Va.
Morris, Margaret Anne.....	Greensboro
Morse, Linda Louise.....	Point Harbor
Morton, Pamela Sain.....	Raleigh
Norris, Susan Ulmer.....	Raleigh
Novobilski, Margaret Ann.....	Concord
Pace, Elizabeth Ann.....	Zebulon
Pearce, Alma Louise.....	Atlanta, Ga.
Perry, Barbara Ann.....	Henderson
Ray, Jean Carter.....	Kinston
Ray, Sharon Louise.....	Waynesville
Reynolds, Nina Ellis.....	Raleigh
Rhync, Paula Rogers.....	Raleigh
Ridgeway, Nan Kaner.....	Raleigh
Roebuck, Mary Susan.....	Washington
Rogers, Ann Young.....	Raleigh

Saintsing, Kay Crawley Kennemur.....	Roanoke Rapids
Scott, Barbara Louise.....	Madison
Scott, Minnie Faye.....	Stantonsburg
Sessoms, Frances Ruth.....	Williamston
Smith, Joyce Gail.....	Fayetteville
Soloway, Susan Margaret.....	Morristown, N. J.
Spach, Lois Jeanne.....	Winston-Salem
Sparks, Bonnie Leigh.....	Winston-Salem
Strickland, Elizabeth Ann Mangum.....	Winston-Salem
Stuart, Sandra Burgess.....	Pfafftown
Sullivan, Edith Ayn, <i>Cum Laude</i>	Raleigh
Sykes, Catherine Julia Thomas.....	Virginia Beach, Va.
Taylor, Kay Lowery.....	Kinston
Thomas, Douglas Poe.....	Oxford
Thomas, Dwan Lee.....	Bethel
Thomas, Marjory James.....	Roxboro
Thornhill, Maria Lynne.....	Raleigh
Timmerman, Margaret Griffin.....	Hartsville, S. C.
Turner, Mary Liscomb.....	Columbia, S. C.
Tyren, Nancy Turner.....	Durham
Van Blon, Susan Lucy.....	Kinston
Vaughn, Caroline Ann.....	Sanford
Walters, Nancy Ann.....	Greenville
Watson, Karen Elizabeth.....	Charlotte
Watson, Martha Ellen.....	Bailey
Webb, Margaret Ellen.....	Raleigh
Webster, Mary Eloise Bame.....	Pittsboro
Westphal, Mary Anne.....	Indiatlantic, Fla.
Wethington, Susan Carol.....	Raleigh
Wheeler, Carolyn Wrenn.....	Durham
Wheless, Mary Charles.....	Louisburg
Whitesell, Bonnie Christine Campbell.....	Burlington
Whitlow, Margaret Berniece, <i>Cum Laude</i>	Charlotte
Williams, Donna Lynn.....	Raleigh
Williams, Nancy Carolyn.....	Monroe
Williams, Peggy Ann.....	Waynesville
Winstead, Catherine Moran.....	Raleigh
Wolf, Jean Frances.....	Suffolk, Va.
Wright, Darlene Jimmie.....	Florence, S. C.
Yelton, Julia Dianne.....	Concord
Younger, Jennie Lynne.....	Raleigh
Zeliff, Cynthia Jean, <i>Cum Laude</i>	Raleigh

Summary of Enrollment for 1970-71

<i>Fall, 1970</i>	Candidates for Bachelor of Arts Degree			
	Seniors			196
	Juniors			219
	Sophomores			299
	Freshmen			395
TOTAL CANDIDATES FOR DEGREES.....				1,109
Special Students				49
TOTAL ENROLLMENT, FALL SEMESTER.....				1,158
<i>Summer Session, 1970</i>	Candidates for Bachelor of Arts Degree.....			73
	Special Students			45
TOTAL ENROLLMENT, SUMMER SESSION.....				118
Less (For Duplication).....				—98
NEW ENROLLMENT				1,178
<i>By States and Foreign Countries</i>	Alabama	1	North Carolina	894
	Arizona	1	Ohio	1
	Colorado	1	Pennsylvania	5
	Connecticut	3	South Carolina	26
	Delaware	2	Tennessee	1
	Florida	7	Virginia	122
	Georgia	9	West Virginia	3
	Illinois	3	Guatemala	1
	Kentucky	2	Marshall Islands	1
	Louisiana	1	Panama	1
	Maryland	11	Sweden	1
	Michigan	1	Tiawan	1
	New Jersey	5		
	New York	5	TOTAL	1,109

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MEREDITH COLLEGE MASTER PLAN

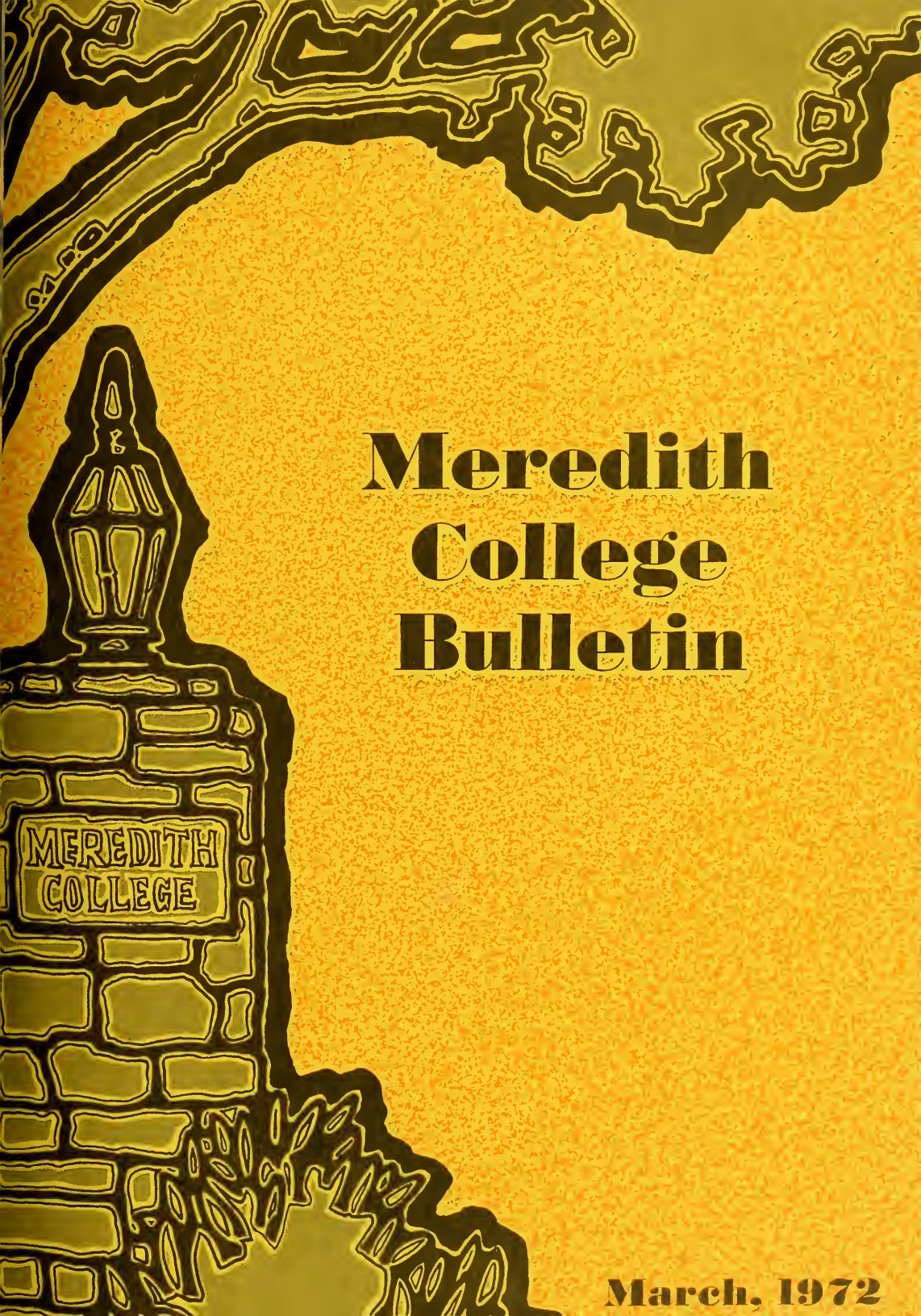
- NEW CONSTRUCTION
- CURRENT NEEDS
- EXISTING BUILDINGS
- FUTURE NEEDS



MASTER PLAN. Meredith College has adopted a master plan for physical facilities designed for optimum utilization as "tools for learning." This rendering shows the campus at present and as planned for the future. The College community is excited about the master plan, the discoveries that are made, the facts that are applied, the theories that are explored, and the ideas that are exchanged in these educational facilities. The campus is designed for usefulness in education, beauty, and to assist students in their search for knowledge and understanding.



MEREDITH COLLEGE MASTER PLAN



Meredith College Bulletin

March, 1972



During the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life. These changes are the products of self-study that began some five years ago and continues. Details will be made available to students who matriculate in 1972.

meredith college
BULLETIN
CATALOGUE ISSUE **1972-73**

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Series 65

MARCH 1972

No. 1



Dear Student:

The decision to attend Meredith will be one of the most profitable you will ever make. The experiences you encounter and the friendships you acquire will serve you the rest of your life.

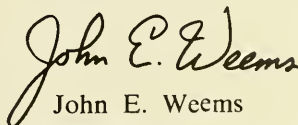
The educational program at Meredith has long enjoyed a reputation as being one of the finest. This program is designed to give the student a maximum number of individual choices and yet insure the strongest possible background in her area of concentration. We do appreciate our small, liberal-arts, church-related college for women. Our approach to education embodies religious considerations and encourages those aspects of living which enable you to effectively serve your fellow man.

Our campus is a friendly one. Our greatest asset is our student body. These young women are truly interested in improving tomorrow's world. We expect a great deal from everyone choosing to study here. We know your college years determine the style of life you will follow. We feel that satisfying social activities are a valuable part of the well-balanced educational program. Consequently, our student life program is tops.

We have an outstanding faculty who share in common the desire to work with our students and help them develop in every way. Small classes and a close personal relationship with our faculty and administrative staff are hallmarks of Meredith.

We invite you to come to our campus. We gladly welcome the opportunity to discuss your educational plans. In a visit you will sense the spirit, tradition, and atmosphere that lends so much to the character of Meredith.

Sincerely yours,

A handwritten signature in dark ink, reading "John E. Weems". The signature is written in a cursive style with a large, stylized "J" and "W".

John E. Weems
President

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College Calendar 1972-73

<i>Summer Session, 1972</i>	June	5	Monday	Registration and first day of classes
		7	Wednesday	Last day for schedule changes
		10	Saturday	Regular class day
		24	Saturday	Regular class day
	July	3	Monday	Holiday
		8	Saturday	Regular class day
		10	Monday	Last class day
		11	Tuesday	Examinations
<i>Fall Semester, 1972</i>	August	16-17	Wed.-Thurs.	Faculty workshop
		18	Friday	Arrival of all new students
		22	Tuesday	New student registration
		23	Wednesday	Continuing student registration
		24	Thursday	First day of classes
	September	4	Monday	Labor Day Holiday
		6	Wednesday	Last day to add a class
		20	Wednesday	Last day to drop a class with "W" grade
	October	11-13	Wed.-Fri.	Block examinations
		16	Monday	Mid-term reports due
	October	30	Thru	
	November	18	Mon.-Sat.	Preregistration
	November	7	Tuesday	National elections: classes suspended
		18	Saturday	Sign class rolls
		21	Tuesday	Thanksgiving recess begins 5 p.m.
		27	Monday	Classes resume at 8 a.m.
	December	8	Friday	Last day of classes
		9-10	Sat.-Sun.	Reading days
		11-19	Mon.-Tues.	Examinations
<i>Spring Semester, 1973</i>	January	8	Monday	Registration day
		9	Tuesday	First day of classes
		22	Monday	Last day to add a class
		26	Friday	Last day to file for 1973 graduation

February	5	Monday	Last day to drop a course with "W" grade
	23	Friday	Founders' Day
	26	Monday	Mid-term reports due
February	28-Thru		
March	2	Wed.-Fri.	Block examinations
March	2	Friday	Spring recess begins at 5 p.m.
	12	Monday	Classes resume at 8 a.m.
March	26-Thru		
April	14	Mon.-Sat.	Preregistration
April	14	Saturday	Sign class rolls
	19	Thursday	Easter recess begins at 5 p.m.
	24	Tuesday	Classes resume at 8 a.m.
May	1	Tuesday	Last day of classes
	2	Wednesday	Reading day
	3-11	Thurs.-Fri.	Examinations
	13	Sunday	Commencement

1972

S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY						1	JULY						1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30	31					
FEBRUARY							AUGUST						
1	2	3	4	5			1	2	3	4	5		
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28	29					27	28	29	30	31		
MARCH							SEPTEMBER						
1	2	3	4				1	2					
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
APRIL						1	OCTOBER						
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23	24	25	26	27	28	29	22	23	24	25	26	27	28
30							29	30	31				
MAY							NOVEMBER						
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14	15	16	17	18	19	20	12	13	14	15	16	17	18
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28	29	30	31				26	27	28	29	30		
JUNE							DECEMBER						
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4	5	6	7	8	9	10	3	4	5	6	7	8	9
11	12	13	14	15	16	17	10	11	12	13	14	15	16
18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30		24	25	26	27	28	29	30
							31						

1973

S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY							JULY						
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14	15	16	17	18	19	20	15	16	17	18	19	20	21
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28	29	30	31				29	30	31				
FEBRUARY							AUGUST						
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11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28				26	27	28	29	30	31	
MARCH							SEPTEMBER						
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18	19	20	21	22	23	24	16	17	18	19	20	21	22
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APRIL							30						
1	2	3	4	5	6	7	OCTOBER						
8	9	10	11	12	13	14	1	2	3	4	5	6	
15	16	17	18	19	20	21	7	8	9	10	11	12	13
22	23	24	25	26	27	28	14	15	16	17	18	19	20
29	30						21	22	23	24	25	26	27
MAY							28	29	30	31			
1	2	3	4	5			NOVEMBER						
6	7	8	9	10	11	12	1	2	3				
13	14	15	16	17	18	19	4	5	6	7	8	9	10
20	21	22	23	24	25	26	11	12	13	14	15	16	17
27	28	29	30	31			18	19	20	21	22	23	24
JUNE							25	26	27	28	29	30	
1	2						DECEMBER						
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10	11	12	13	14	15	16	2	3	4	5	6	7	8
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24	25	26	27	28	29	30	16	17	18	19	20	21	22
							23	24	25	26	27	28	29
							30	31					

Correspondence Directory

Please address inquiries as indicated below:

Academic Records, *Registrar*
Admissions, *Office of Admissions*
Advancement Program, *Office of Development*
Alumnae Matters, *Director of Alumnae Affairs*
Business Matters, *Vice-President for Business and Finance*
Educational Programs, *Dean of the College*
Employment of Students, *Vice-President for Business and Finance*
Equitation, *Director of Equitation*
Expenses, *Vice-President for Business and Finance*
News Items, *Office of Information Services*
Student Aid, *Office of Admissions*
Student Interests, *Dean of Students*
Student Recruitment, *Office of Admissions*
Student Reports, *Registrar*
Summer School, *Dean of the College*
Transcripts, *Registrar*

Visitors are always welcome at Meredith. Write the Office of Admissions for information and for arranging tours of the campus.



Meredith College

Meredith College

Past and Present The rich heritage enjoyed by the Meredith student of today had its beginnings in the year 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. The result was the creation of a committee "to consider the establishment of a female seminary of high order." Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to that committee and subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." So Baptist Female University came into being in 1891, its founding date and the year in which it was chartered by the State Legislature. By 1899 it had matured sufficiently to accept students. And ten years later it was given the name *Meredith College* in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present West Raleigh home in 1926.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), Sept.-Dec., 1971; and John Edgar Weems, Jan., 1972.

Features that make learning unique at Meredith today combine its location, its history, its objectives, and the student it seeks. Not only Meredith's past, but her present and future design is that of a woman's college, an educational institution of high quality in the liberal arts, and a college in which the Christian perspective will be the integrative principle of all that comprises the college program.

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, education, and other professions or fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

Purpose

Meredith College is a member of the Southern Association of Colleges and Schools and the Association of American Colleges. The College is a member of the National Association of Schools of Music and a constituent member of the Council on Social Work Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

Accreditation





Location Meredith's campus occupies 225 acres on the western edge of Raleigh. Easily accessible, it is bounded by U. S. Highways 1 and 64, as well as by North Carolina's Highway 54 Expressway to the State's famed Research Triangle. Raleigh, an educational and cultural center, is the home of six colleges and universities. And within a radius of 30 miles are two other major universities.

Campus Buildings JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and all administrative offices, except those of the Alumnae Association.

The CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This new air-con-

ditioned building is named in honor of Meredith's fourth president, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 60,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette.

HUNTER HALL provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a photographic dark-room, and a reception room. An adjacent greenhouse is available for experimental purposes.

THE ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. The Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones, and his wife, Sallie Bailey Jones, houses a 1,030-seat auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in this building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room.

THE COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Dr. Harry E. Cooper, former Department of Music Chairman for over 30 years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing

built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching and practice.

THE WEATHERSPOON PHYSICAL EDUCATION - RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool and offices for the Health, Physical Education and Recreation Department. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS, accommodate 140-170 students each. These multi-story buildings follow the suite arrangement of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor; and students may have them installed in their rooms. Pressing rooms, social rooms, kitchenettes, and hair drying facilities are conveniently located in the residence halls.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most dormitories by covered breezeways. Air conditioning has been installed, and the building has been completely refurbished.

THE DELIA DIXON CARROLL INFIRMARY has a nurse in residence and a doctor on call 24-hours a day for any medical needs that might arise. The infirmary is well-equipped, contains thirty-five beds and is completely air-conditioned.

THE MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the college. There are also a reception room and a kitchen for social events.

THE NEW COLLEGE CENTER contains the student supply store, the snack bar, student government offices, the post office, lounges and facilities for continuing education.

THE MASSEY HOUSE is the on-campus residence of the President. It is occasionally used to entertain students and other constituents of the College.

THE HUT, a log cabin near Meredith's four-acre lake, is now used as a coffee house at designated times.

THE MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

Planned for the immediate future is a new college and continuing education center. Longer range planning calls for a chapel and additions to Joyner and Hunter Halls.

COOPERATING RALEIGH COLLEGES. Meredith is a member of a consortium through which she cooperates with other Raleigh institutions of higher education—Peace, St. Mary's, and St. Augustine's Colleges, North Carolina State and Shaw Universities—to afford the faculties and facilities of all six to the students of all. Meredith students may take courses on all campuses for credit. *The Wider Campus*

STUDY ABROAD. Study in foreign countries is available at Meredith through its cooperation in several organizations that sponsor such programs. Summer courses in conjunction with travel as well as a full year's study at a foreign university are available.

DREW UNIVERSITY. Through an arrangement with Drew University, Madison, New Jersey, Meredith students may spend one semester in study at Drew University. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project.

AMERICAN UNIVERSITY. Through an arrangement with American University in Washington, D. C., Meredith students may participate in their Washington Semester which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.





Admission

Admission

Students are accepted for admission as candidates for the degree of Bachelor of Arts or Bachelor of Music, either as members of the freshman class or as students with advanced standing from other colleges. Students are accepted for entrance in the fall and spring terms. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained at Meredith. The College grants admission to qualified students without regard to race or creed.

Procedure for Admission Communications about entrance should be addressed to the Director of Admissions, who, upon request, will mail an application for admission. Applications, with the appropriate fee, should be returned to the Office of Admissions.

The freshman applicant should submit test scores as described below and have the proper school official send a certified academic record showing units, grades, and rank in her graduating class. The student applying for advanced standing should request that a complete transcript of her college work be sent to the Office of Admissions at the time of application. A list of courses in progress should be included if she is currently enrolled in college.

Each student will be notified concerning her admission as promptly as possible after records have been evaluated. When an applicant is notified that she qualifies academically for admission, she is then sent a medical form to be completed by her physician. A personal data form, which is used in assigning dormitory accommodations and academic advisers, is sent later by the Dean of Students.

Admission Requirements for Freshmen SECONDARY SCHOOL WORK. For admission to the freshman class, the applicant must offer a minimum of sixteen units of credit accumulated in grades nine through twelve. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

Of the sixteen units the following are recommended: four units in English, the completion of the second year of algebra, one unit in geometry, and a minimum of two units at least one foreign language. Additional academic units, to total at least thirteen, shall be chosen from language, history, social studies, mathematics, and natural science. Three additional units may be chosen from the above subjects or from electives approved by Meredith.

The Admissions Committee will consider the applicant whose secondary-school units differ from the recommended program if the overall course program and quality of work have been strong.

The student's rank in class, which reflects the quality of work performed in secondary school, is an important determinant of her admission. Ordinarily a student is expected to rank in the upper half of her graduating class. In August, 1971, eighty per cent of the freshmen entering ranked in the upper quarter of their graduating classes.

COLLEGE BOARD EXAMINATIONS. Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board. For admission purposes at Meredith, this test should be taken no earlier than March of the junior year and no later than January of the senior year. It is usually recommended that an applicant complete the Scholastic Aptitude Test by November or December of her senior year.

For 1972-73, the three-hour Scholastic Aptitude Test, administered at several centers in each state, will be given *during the morning* on the following dates:

November 4, 1972	March 3, 1973
December 2, 1972	April 7, 1973
January 13, 1973	July 14, 1973

The student should write well in advance of the desired date to the College Entrance Examination Board, Box 592, Princeton, New Jersey, and request a Bulletin of Information and a descriptive booklet, both publications obtainable without charge. (These publications often may be obtained from high school

officials.) The Bulletin gives detailed information about fees (\$6.50 for the Scholastic Aptitude Test); the cities where the examination centers are located; and the dates when applications are to be returned for each date listed above. The descriptive booklet, entitled *A Description of the College Board Scholastic Aptitude Test*, gives a brief description of the test and sample test questions.

Each student considering Meredith should indicate on the test application card that she wishes the report of her scores to be sent to Meredith College, Raleigh, N. C. 27611 (Code No. 5410).

CREDENTIALS FOR ADULT STUDENTS. A freshman applicant who is 23 years of age or older will submit the same credentials as the usual college age freshman except that in some instances, she may be advised by the Office of Admissions to substitute other standardized test scores for the College Board examination scores. For information relative to earning credit as a Special Student, see page 23.

Early Decision Plan The college welcomes applications under this plan from the well-qualified student who definitely desires to enter Meredith. The applicant should take the Scholastic Aptitude Test before her senior year in high school.

She should file application for admission by October 15 of her senior year, requesting in an accompanying letter that her application receive an "early decision" and certifying that she is therefore applying only to Meredith. On the basis of the applicant's junior-year test scores, her three-year high school record, together with a notice of courses being pursued in the senior year and recommendations from school officials, the admissions office will accept the qualified applicant by November 15 of her senior year. Dormitory students will be requested to make an advance payment of \$100.00 by December 15. This advance payment is not refundable.

If, however, credentials do not justify early acceptance, the applicant will be notified in the fall either that her application has been rejected or that action on the application will be deferred until the spring semester. In the case of deferment, the student may be asked to repeat the Scholastic Aptitude Test on the

December or January testing date. She will, of course, be free to file applications at other institutions if she desires.

Superior high school students may enroll as special students in approved courses in the Meredith College summer session immediately prior to their senior year in high school. Admission to the summer session for a rising high school senior is based on her secondary school record, scores on the Preliminary Scholastic Aptitude Test and/or other standardized tests, the school principal's or counselor's recommendation of the student's readiness to do college-level work, and the principal's or counselor's approval of the student's taking particular courses.

College Credits through Summer School for High School Juniors

Application forms, which can be obtained by writing the Office of Admissions, along with supporting credentials should be filed in the Office of Admissions by May 1. As promptly as possible after an applicant's records have been evaluated, the Director of Admissions will notify the applicant of the decision on her application to enroll in summer school courses.

On request of the student, college credit will be granted at Meredith College for successful performance in courses after the student graduates from high school. The student who enrolls as a freshman at another college or university will have to consult that institution about how it will treat the college credit earned by her prior to her senior year in high school.

Advanced placement and academic credit toward the degree will be given to the student who receives a grade of 5 or 4 on the Advanced Placement Examinations of the College Entrance Examination Board, subject to the approval of the department concerned. Some departments may consider credit for a grade of 3. Information about these examinations, which are administered in May, can be obtained from College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

Advanced Placement and Credit

Examination by individual departments is another way for the student to receive advanced placement and academic credit toward the degree. This level of achievement may have been reached through any means. Request for consideration for credit on this basis should be made prior to entrance and should be directed to the Dean and the departments concerned.

Admission Requirements for Advanced Standing To be admitted for advanced standing at Meredith, the student is expected to have an overall "C" average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. If the student has less than twenty-eight semester hours of college credit at the time of application, she must meet admissions requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances, a student having twenty-eight or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

All college level work attempted, except orientation and physical education activity courses, is considered in computing the over-all grade average. No more semester hours for a course are ever calculated in the grade average, however, than the number of hours credit carried by the course. Any student having a "C" average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff.

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools, or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith.

A candidate from another college will be given provisional credits which must be validated by success in work undertaken at Meredith or by examinations. In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a two-year college is sixty-six semester hours.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring

at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major.

A student who was previously enrolled but who did not complete the previous semester should apply for re-admission to the Director of Admissions. A special application form, which must be returned with a \$5.00 non-refundable fee, will be sent to her for this purpose. If she has earned credits at other institutions since last attending Meredith, official transcripts of her record at those institutions must be submitted, together with a statement of honorable dismissal.

*Re-admission
of Former
Students*

If a student desires to return to the college after an absence of more than a year she will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent catalogue.

A part-time student is understood to be one qualifying for a degree who enrolls for not more than 10 credit hours a semester. Such a student will meet the entrance requirements outlined above.

*Part-time
Students*

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.
2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript, or by a covering letter from the institution that granted the degree.
3. A student who is 23 years of age or older may enroll as a special student without fulfilling the admission requirements for degree candidates and may receive a maximum of 15 semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After 15 semester hours of credit is earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admission policies and procedures.

*Special
Students*

A prospective special student should report to the Office of the Registrar by the opening day of a term.

Condition of Admission Every person admitted to the college as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable, without the necessity of specifying charges or assigning reasons for suspension or exclusion.

Orientation-Registration Each resident student, upon arrival in the city, should enroll promptly at the office of the Dean of Students. Residence halls will be open to receive freshmen and transfer students at 10:00 a.m. on Friday, August 18. The orientation program begins at 5:00 p.m. on Friday, August 19. Registration for new students is scheduled for Tuesday, August 22.

The freshman or transfer student is expected to take part in the special program arranged for the opening week. Included in this program will be an introduction to the health services, instruction in the use of the library, some social events, placement tests, registration, and talks on various phases of college life.

Summer Session During the summer of 1972 the college will operate a five-weeks term beginning June 5 and ending July 11; in 1973, a term beginning June 4 and ending July 10. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in August may begin some regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. The maximum amount of credit is seven semester hours for the summer session (i.e., three hours each for two courses meeting daily with one hour of applied music).

Full information about the summer session may be obtained by writing to the Dean of the college.

See page 21 for information about the admission of superior high school juniors to the summer session.



Student Life

Student Life

Development of the whole individual during her college years quite naturally becomes a concern of the Christian college. All of life on the campus, then, is directed toward that objective.

Students Meredith's students do not live in an isolated college community. Their locale is Raleigh, a city of more than 100,000 people. Added to that population count each year are about 15,000 students who are enrolled in other colleges and universities in the city. And Meredith participates in a program of cooperation between the other campuses in Raleigh. Meredith students carry out student teaching in the Raleigh and Wake County Schools; they gain experience in social agencies, local churches, and state agencies, including archives and history, the Morehead School for blind children, and Dorothea Dix Hospital. They also have opportunity to observe the operations of state government.

Most of Meredith's students come from all sections of North Carolina, but about sixteen other states and several foreign countries are represented in the student body.

A long-cherished tradition and the basis of all life at Meredith is the Honor System. Founded upon the premise that dishonesty of any nature has no place in the Meredith community, the system demands of each student personal integrity and responsible citizenship. It is the Honor System and the spirit it engenders that unites the students to form a community in which the freedom and trust essential to intellectual growth and maturity prevail.

Honor System

Its operation entrusted to the student body, the Honor System depends for its effectiveness upon each student's belief in the principles underlying the system and her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself. If she is aware of a violation of a regulation by another student, she is expected to see that the offender reports herself and thereby meets her obligations under the system.

A booklet expanding the meaning of the Honor System is mailed by the admissions office to every student who requests an application blank for admission to the college.

As a Christian college, Meredith encourages the spiritual growth of its students. A full-time College Minister gives them guidance and counsel in their organized work and in their individual problems. Each February a series of services looking toward deeper spiritual thinking and experience for members of the college community is arranged by the Minister and student committees.

Religious Life

Meredith also seeks to foster its purpose and function as a church-related college by holding regular convocations and services of worship. Because Meredith is small enough for its constituency to gather at one time, it is possible to set a major goal impossible for a larger campus; namely, the creation and development of a whole community. In this, Meredith seeks to pioneer and establish trends rather than merely to copy the activities or practices of others.

Time is set aside each Monday, Wednesday, and Friday for the Meredith Community to come together and share common

interests. The period from 10:00-11:00 is reserved for Convocation on Mondays (required) and worship on Wednesdays (voluntary). The Student Government Association meets twice a month on Fridays.

Health The infirmary is under the direction of two graduate nurses and the College Physician. It is maintained not only for care of the sick but for the teaching of good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The College Physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of knowledge and observance of the general laws of health.



A student health blank furnished by the college, following academic acceptance of the student, must be completed and mailed directly to the Director of Admissions, Meredith College, Raleigh, N. C. 27611.

All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes. These appointments, as well as those with other physicians and dentists, are made through the college infirmary.

Meredith students live in the college dormitories unless they are *Residence* living in their own homes or with near relatives.

Students should bring with them towels, sheets, pillows, pillow cases, bedspreads, and all other bed coverings likely to be needed. Rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the rooms more attractive.

Each student may have laundered each week two sheets, two pillow cases, one bedspread, four terry cloth items, and one bath mat.

With the aid of a college committee, students make their own *Residence Regulations* residence regulations through the Student Government Association. Residence regulations are necessary for the well-being of the individual student and the general good of all resident students. A pleasant, orderly environment is important for college dormitory living.

The *Student Handbook*, which is sent to all entering students in the summer prior to their entrance in September, outlines in detail these and other regulations.

STUDENT GOVERNMENT ASSOCIATION. Each student in coming to Meredith accepts college citizenship involving self-government under the honor code. On this concept, so defined in the constitution of the Student Government Association, community living is based. All Meredith students are thereby members of the Student Government Association, the chief purpose of which is the promotion of a high sense of honor as the basis of all student government policy. Through the effective functioning of the honor code, the Association seeks to regulate the life of *Student Organizations*



the students for the good of all concerned. The leadership of the Association is composed of three elected groups: the Legislative, Judicial, and Student Activity Boards, and an Executive Committee composed of the Student Government president and representatives from each board. The Student Life Committee confers with these boards on major matters of student welfare and policy. The Student Government Association holds regular meetings, at which time the students have an opportunity to discuss matters of special interest to them.

RELIGIOUS ORGANIZATIONS. The religious activities of the students are under the general direction of the Meredith Christian Association, its council including the officers of the Baptist Student Union, other auxiliary organizations, and a representative of students belonging to churches other than Baptist. Vespers and Family Altar provide worship opportunities. And study

groups are held throughout the year for helpful thinking and working together. Parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Association. One week each year is set aside as Religious Emphasis Week, at which time Christian leaders from outside the college community are invited to direct student thinking in all areas of life.

THE MEREDITH RECREATION ASSOCIATION. The Meredith Recreation Association cooperates with the Department of Health and Physical Education in planning a wide range of recreational activities. Archery, badminton, basketball, bowling, equitation, field hockey, golf, softball, volleyball, and tennis are among the activities offered. The four classes compete in the presentation of an original dramatic production on Stunt Night.

SOCIETIES. The societies, the Astrotekton and the Philaretian, have been in existence since the early days of the college. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written by one of its members during the academic year.

HONOR SOCIETY. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

THE SILVER SHIELD. Selection for membership in the honorary leadership society of the college is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

SIGMA ALPHA IOTA. Music majors and candidates for the Bachelor of Music degree who meet the scholastic requirements and have the approval of the music faculty are eligible for membership in Sigma Alpha Iota. This national music fraternity for women encourages students by both awards and scholarships.

CHORAL ENSEMBLES. The Meredith Chorus, the Meredith Singers, and the Meredith Ensemble, directed by members of

the music faculty, appear in concert regularly throughout the college year.

THE MEREDITH PLAYHOUSE. The Meredith Playhouse provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Meredith Playhouse who excel in its activities.

CLUBS. A means of cultural enrichment is offered students in the various departmental clubs and other clubs. These are the International Relations Club, the Elizabeth Avery Colton English Club, the Barber Science Club, the French Club, La Tertulia Spanish Club, the Canaday Mathematics Club, the Honorary Mathematics Club, the Home Economics Club, the Tyner Student N.E.A., the Granddaughters' Club, the Hoof Print Club, the Young Republicans Club, the Democrats Club, the New Club, and Tomorrow's Business Women. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Publications **THE TWIG**, the student newspaper, is issued bi-weekly.

THE ACORN is a literary journal published four times during the college year.

OAK LEAVES is the college yearbook.

Social and Cultural Opportunities Whether in the fun of campus traditions or the dignity of more formal occasions such as the annual reception for new students and the Christmas dinner, the Meredith student finds social opportunities within her own college community. But Meredith's proximity to other colleges and universities adds a variety of additional events in which students participate.

The City of Raleigh is also known for its educational and cultural opportunities. World renowned musicians, artists, lecturers, and entertainers in other categories are frequently in the vicinity. On the campus, too, are planned lectures and concerts designed to make education at Meredith a well-rounded one.



Finances

Expenses

<i>General Fees</i>	Tuition (including instruction, library, lectures and recitals, academic administration) for the year.....	\$1,600.00
	Residence (including room and board, laundry, infirmary service, maintenance) for the year.....	1,000.00
		\$2,600.00
<i>Non-Residents</i>	Tuition (as above for more than 10 hours).....	\$1,600.00
<i>Semester Fees</i>	Applied Music	
	Regular Students	
	one half-hour lesson a week.....	\$ 40.00
	two half-hour lessons a week.....	\$ 70.00
	class Lessons in Piano.....	\$ 35.00
	Part-time and special students	
	taking applied music for credit	
	one half-hour lesson a week.....	\$ 40.00
	two half-hour lessons a week.....	\$ 70.00
	Plus course fee of \$55.00 for each credit hour.	
	Part-time and special students (for no credit)	
	one half-hour lesson a week.....	\$ 70.00
	two half-hour lessons a week.....	\$125.00
	Use of practice room, with piano,	
	one hour daily.....	9.00
	For each additional hour.....	6.00
	Use of organ, one hour daily.....	30.00 to 50.00
	Use of practice room, without piano, one hour daily.....	5.00
	For each additional hour.....	4.00
	Course fee, for special and part-time students, for each credit hour for 10 hours or less	55.00
	Education 495 or 495S.....	40.00
	Golf	5.00

Home Economics 493 or 493S (Additional fee of \$10.00 for non-resident students).....	45.00
Home Economics 356.....	10.00
Horseback Riding:	
Full-time students (two hours a week).....	75.00
Special students (one lesson a week).....	65.00
Special students (two lessons a week).....	100.00

Graduation fee, including diploma.....	\$ 20.00	<i>Special Fees</i>
Gymnasium clothes (approximate cost).....	12.00	
Late registration	5.00	
Late payment of regular and special fees.....	5.00	
Change of course during drop-add period.....	5.00	
Transcript of academic record (after first copy).....	1.00	

All credit hours above 18 shall carry a charge of \$55.00 per credit hour in addition to the flat rate of tuition which applies through the first 18 hours.



Terms of Payment A fee of \$15.00 accompanies the application of each new student. This fee is not refundable.

FOR RESIDENT STUDENTS. An advance payment of \$100.00 for a student now in college who wishes to reserve a room for next session must be paid before February 15. This fee will be credited to the account of the student who re-enters. \$85.00 will be refunded if the request is received by May 1.

A new student is required to make an advance payment of \$100.00 on or before May 1. For the student accepted after April 21 the deposit must be made within ten days after acceptance. This payment is not refundable.

The balance is payable as follows:

At the beginning of the first semester.....\$650.00

A statement for the first semester balance will be sent near mid semester.

At the beginning of the second semester.....\$750.00

A statement for the second semester balance will be sent near mid semester.

FOR NON-RESIDENT STUDENTS. At the beginning

of each semester.....\$450.00

A statement for the semester balance will be sent near mid semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the college and its patrons. Neither the President nor the Vice-President for Business and Finance modifies these regulations without specific authorization from the Board of Trustees.

In view of the prevailing uncertainty as to cost of labor and materials, the college reserves the right to change its fees for room and board at the beginning of each semester if conditions make it necessary. Patrons will, of course, be given advance notice of any change to be made.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been

made with the Business Office. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Education Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60603; and The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

A Junior or Senior planning to be a missionary will receive, *Miscellany* on certification by her local church, an allowance of \$100.00 on her expenses for the year.

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-ray, and fluoroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves, except for a proportionate refund which is allowed on board charges.

Financial Aid

Meredith College offers a program of student aid which seeks to meet the financial need of each of her students. All full-time degree candidates—including freshman and transfer applicants, dormitory and day students—are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The Need Concept While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this college. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.

Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges, universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.

The Award The financial aid committee at the college works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith.

Renewal of Aid Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need.

Aid Available at Meredith

Competitive Scholarships MEREDITH COLLEGE MERIT SCHOLARSHIPS. Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from Finalists who have specified Meredith College as their college choice. The stipend will equal at least one-half of the student's annual financial need, but not more than \$1,500 nor less than \$100. If the analyzed need of a recipient is greater

than the scholarship stipend, the College will provide additional forms of aid to meet her need.

MEREDITH COLLEGE HONOR SCHOLARSHIPS. Each year twelve Honor Scholarships are awarded to outstanding freshman applicants, and two Honor Scholarships are available for junior college graduates who have superior academic credentials. Recipients of these awards are designated as Meredith Scholars.

An applicant for admission who wishes to be considered for such an award should file a financial aid application in the Office of Admissions. Finalists in this competition will be invited to the campus in March for a week-end meeting with the faculty selection committee. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability.

The amount of each Honor Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. An applicant who does not need financial assistance is required to file a Meredith College financial aid application only. If selected as a recipient, her award will be \$100.

An Honor Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all work taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the Scholar's degree of financial need. A Parents' Confidential Statement must be filed each year unless the Scholar is receiving the minimum award.

MUSIC TALENT SCHOLARSHIPS. Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration.

An applicant for admission who wishes to be considered for a Music Talent Scholarship should file a financial aid application in the Office of Admissions. The amount of each talent scholarship varies from \$100 to \$800 per year according to the recipient's financial need as indicated through the Parents' Confidential Statement. A student who does not need financial aid

may apply for the minimum scholarship of \$100 by filing only the Meredith College financial aid application.

Finalists in the Music Talent Scholarship Competition will be invited to the campus in March for auditions and interviews with the music faculty. Recipients are chosen solely on the basis of talent, previous accomplishments, and potential achievement in the field of music.

A Music Talent Scholarship is renewed annually, subject to the recipient's maintaining a minimum quality point ratio of 3.00 (B average) on all music courses taken at Meredith and satisfactory conduct. The amount of the scholarship will be the same each year unless there is a change in the recipient's financial need. A Parents' Confidential Statement must be filed each year unless the recipient is receiving the minimum award.

REGIONAL BAPTIST SCHOLARSHIPS. Each year ten Regional Baptist Scholarships are awarded to entering freshmen—one to an outstanding Baptist student in each of the ten regions formed by the Baptist associations in North Carolina. The scholarship competition is limited to applicants who are members of a North Carolina Baptist church.

An applicant for admission who wishes to be considered for a Regional Baptist Scholarship must file a financial aid application in the Office of Admissions and a special scholarship application form with her pastor. There are three stages in the selection process. An applicant files a scholarship application form with her pastor, who adds a letter of endorsement and sends all credentials to the superintendent of missions of the association. An association screening committee then interviews the applicants and selects a finalist from the association. The finalists from each association in a region will then be interviewed by a regional committee, which will recommend a recipient to the College. Meredith reserves the right to make the final decision but will give serious consideration to the recommendations of the regional committee. Selection will be made on the basis of contributions made to the life of the church, potential for future leadership in the denomination, and scholastic ability.

The amount of a Regional Baptist Scholarship varies from

\$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. The amount of a scholarship stipend will be determined by the College. The scholarship winner having financial need will usually receive a package of aid, with the appropriate part being scholarship assistance. The recipient who has no need or one who has applied only for a minimum Regional Baptist Scholarship will receive a stipend of \$100. The student applying for a minimum award is required to file only a Meredith College financial aid application and the special scholarship application form. Only the Financial Aid Office at Meredith will have access to the financial information filed by the applicant.

A Regional Baptist Scholarship is renewed annually while the student is enrolled at Meredith. The stipend may vary from year to year depending on need and the other types of aid available to the student, but the total package of aid should adequately meet the recipient's need for assistance. A Parents' Confidential Statement must be filed each year unless the student is receiving the minimum award.

SCHOLARSHIPS. In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. The amount of the awards varies according to the individual needs of the applicants.

*General
Scholarships
and Grants*

GRANTS-IN-AID. A few grants-in-aid with amounts varying according to financial need, are awarded by Meredith to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.

Friends of the College have established funds to provide the following scholarships:

*Endowed
Scholarships*

The J. T. J. Battle Scholarships (four)
The Z. M. Caveness Scholarship
The Mr. and Mrs. John E. Efird Scholarships (two)
The Lucille Lawrence Ellis Scholarship
The Myrtle Hart Farmer Scholarship
The Hester P. Farrior Scholarship
The Fuller B. Hamrick Scholarship
The Ella Greenwood Holcomb Scholarship

The Hattie McCauley and Arthur Augustus James Memorial Scholarship
The Mr. and Mrs. W. H. Matthews Scholarship
The Mary Wingo Meredith Scholarship
The Thomas P. Pruitt Memorial Scholarship
The Emma Barber Towler Scholarships (two)
The Mollie B. Wyatt Scholarship

Other friends have established funds and have restricted them as described below.

THE JULIA HAMLET HARRIS SCHOLARSHIP. A scholarship established in memory of Dr. Harris, a long-time professor and head of the department of English at Meredith. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

THE PERRY-HARRIS SCHOLARSHIP. A scholarship given by Dr. Julia Hamlet Harris in memory of her mother, Mrs. Ella Perry Harris. This scholarship is offered to an entering student of high scholastic ability or to a student who has completed at least one year of study and ranks in the upper fifth of her class.

THE MARY LYNCH JOHNSON SCHOLARSHIP. A \$450 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement and financial need.

THE CAROLYN PEACOCK POOLE SCHOLARSHIP. An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. It is for the purpose of encouraging worthy juniors and seniors noted for their Christian character, for their leadership and executive abilities, and for furthering their education in contemporary English and literature.

THE MARTHA McKEEL WHITEHURST SCHOLARSHIP. A scholarship, currently valued at \$300 per year, has been established by the husband and family of Mrs. Whitehurst in honor of her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Virginia. It will be given to the student having the greatest financial need;

preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, South Carolina.

THE WILLIAMS SCHOLARSHIP FUND. Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help and encourage deserving students to pay their way through college. The students must intend to go into *foreign* missionary work (not in the continental U. S. or Canada) in, preferably though not restricted to, Latin America. The amount will be determined by the students' need.

THE LILLIE GRANDY SCHOLARSHIP FUND. Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income from this fund makes available eight \$300 scholarships. Applicants must be residents of Camden County or Pasquotank County, N. C. and must have completed the first year at Meredith College and "have proven to the faculty during their freshman year that they have intellectual ability and sterling character." These scholarships may be renewed during the junior and senior years if in the judgment of the faculty the recipients prove themselves worthy.

Earnings from the following funds are available for loan purposes: *Loan Funds*

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O. S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The John M. W. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund

The Dr. and Mrs. Thomas M. Stanback Loan Fund
The W. A. Thomas Student Loan Fund

One loan fund is restricted as follows:

THE IDA POTEAT LOAN FUND. This fund has been provided by alumnae for juniors and seniors. Application blanks will be furnished upon request addressed to the Director of Alumnae Affairs, Meredith College.

Awards THE AGNES COOPER MEMORIAL AWARD. A fifty dollar award given by members of the faculty in the department of music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors.

THE IDA POTEAT SCHOLARSHIPS. Two \$200 scholarships, one to a rising senior and one to a rising junior, are given by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1939. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the college.

THE HELEN PRICE SCHOLARSHIPS. The Kappa Nu Sigma Honor Society awards a scholarship valued at \$100 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The Society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Campus Employment Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in the various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$125 to \$350 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

In addition to its own programs of financial assistance, Meredith College offers aid through the Federal programs listed below.

*Federal
Assistance
Programs*

EDUCATIONAL OPPORTUNITY GRANTS. These grants have been established by the Federal Government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial need as well as promise of academic success on the college level. Such students must be accepted for enrollment on a full-time basis or must be currently enrolled and in good standing. Educational Opportunity Grants range from \$200 to \$1,000 a year; an EOG award must be matched with other student aid funds approved under this program.

NATIONAL DEFENSE STUDENT LOANS. These loans constitute a program for students needing financial assistance who have been accepted for full-time enrollment or who are currently enrolled students in good standing. An undergraduate may borrow up to \$1,000 each academic year if needed and if funds allotted the College permit. The student has an obligation to repay her loan with three percent interest within a ten-year period after graduation.

The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or in an institution of higher learning, as much as half of the loan is cancelled at the rate of ten percent for each year of teaching service. A borrower who becomes a full-time teacher in a school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan at the rate of fifteen percent per year.

COLLEGE WORK-STUDY PROGRAM. Meredith College participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of family income and financial need can earn money for college by working in

their home communities during the summer. Applicants approved for admission to the College as well as currently enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

Application Procedures for Aid from Meredith An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the Financial Aid Office a Meredith College financial aid application and a Parents' Confidential Statement. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the Financial Aid Office, along with a *check* made payable to the College Scholarship Service to

cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

Notification of Awards

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

Other Sources of Aid

GUARANTEED LOAN PROGRAM. This particular program, generally known as the *Insured Loan Program* in North Carolina, is a plan of borrowing designed to help students from middle or upper-income families. Through this program, established by the federal government, an undergraduate may borrow up to \$1,500 per year at seven percent simple interest: i.e. at a rate of seven percent per year on the unpaid principal balance.

For students from families with adjusted incomes of less than \$15,000 per year, the Federal Government will pay the seven percent interest during the in-school period. The repayment period begins nine months after a borrower ceases to be enrolled as a student. In addition to the principal, the borrower will pay an insurance fee of one-half of one percent from the date of incurrence and the seven percent interest due during the repayment period.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their programs through the United Student Aid Funds, Inc. The Office of Admissions at Meredith has additional information about these low-cost educational loans.

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP LOAN FUND. In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$600 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of four percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from your guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

THE WINSTON-SALEM FOUNDATION. A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is four percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

VOCATIONAL REHABILITATION. Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

VETERANS ADMINISTRATION AND SOCIAL SECURITY BENEFITS. The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.



Academics

The Curriculum

Meredith College offers a curriculum designed to assist the student, living and working as a free person within a community of learners, to progressively seek a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field. In recognition of achievement in these two intellectual thrusts—general and particular—Meredith confers either the degree Bachelor of Arts or Bachelor of Music. The experience and the degrees provided at Meredith form the basis for accomplishment in many areas of modern living: graduate study, teaching, business, social service, homemaking, medicine, law, church related vocations, music, politics, and others.

Teacher education constitutes a particularly significant portion of the academic program. This program is carefully integrated into the overall academic program in such a way as to insure that all strengths of the College contribute to the success of teacher education. Teacher education is thus a major concern not only of the Department of Education but also of all those departments in which teachers are certified. Each department contributes to the planning of the program and accepts with the Department of Education responsibility for joint supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with college requirements of a sound base in the arts and sciences and a subject-major, we aim at developing a stimulating individual who by both training and interest will prove an enriching teacher of the young and at the same time satisfy her own intellectual needs beyond the classroom. Thereby, Meredith seeks to provide for the future teacher Christian, intercultural experiences which will result in racially integrated learning, social concern, and professional growth.

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

*Requirements
for All
Degree
Candidates*

A candidate for the Bachelor of Arts degree must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field, but the College seeks to provide optimum opportunity for choice in the selection of specific courses.

*Requirements
for the
Bachelor
of Arts
Degree*

ENGLISH COMPOSITION3 hours

*Prescribed
Subjects*

LITERATURE6 hours

1. A three-hour survey of major British authors *and*
2. A three-hour course in English, American, or world literature; or any literature course in a foreign language.

FOREIGN LANGUAGE0-12 hours

Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.

RELIGION6 hours

1. A six-hour introduction to the Old and New Testaments *or*
2. A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion.

PHYSICAL EDUCATION4 hours

FRESHMAN COLLOQUIUM.....1 hour

HUMANITIES AND FINE ARTS AREA

Art, English, Foreign Language, Music, Philosophy, Religion. Majors in subjects in this area will be expected to complete:

12 hours in subjects in the Natural Sciences and Mathematics area, *and* 12 hours in subjects in the Social Sciences area.

*Area Distribution
Requirements
in Addition to
Prescribed Subjects*

NATURAL SCIENCES AND MATHEMATICS AREA — Biology, Chemistry, Mathematics, Physics, Physical Geography.

Majors in subjects in this area will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* and 12 hours in subjects in the Social Sciences area.

SOCIAL SCIENCES AREA—Economics, Geography, History, Political Science, Psychology, Sociology.

Majors in subjects in this area and majors in Business and Home Economics will be expected to complete: 6 hours in subjects in the Humanities and Fine Arts area,* and 12 hours in subjects in the Natural Sciences and Mathematics area.

Majors Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a subject major. When the selection has been approved by the department concerned, and by the Dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects:

American Civilization	History
Art	Home Economics
Biology	Latin
Business	Mathematics
Business-Economics	Music
Chemistry	Non-Western Civilizations
Economics	Psychology
English	Religion
French	Sociology
	Spanish

Requirements for the Bachelor of Music Degree The Bachelor of Music with a major in Applied Music or in Music Education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. Each candidate for the degree must take at least 44-46 semester hours in liberal arts and science subjects and at least 27 hours in music courses. In addition, she must take at least 53 hours which vary according to whether she majors in Applied Music or in Music Education. (See page 108).

* Neither Applied Music nor Studio Art courses will count in the 6 hours of work required in the Humanities and Fine Arts area. Speech 353 is acceptable.

SOCIAL WELFARE

A student wishing a career in Social Welfare may choose a sequence of courses leading to certification as approved by the Council on Social Work Education. Students who choose this sequence must meet all requirements for the degree of Bachelor of Arts with a major in Sociology or some other major field. (See page 122.)

*Special
Programs*

TEACHER EDUCATION

A student may choose as a second area of concentration a program leading to teacher certification. Programs are available for certification as a teacher on the secondary level (grades 10-12); on the intermediate level (grades 4-9); or in early childhood education (kindergarten through grade 3). In all cases a major field apart from teacher education is required. (See page 78.)

Advanced Placement and credit is available in several departments. Entering students see page 21. Students in residence should apply directly to the department concerned or to the Academic Dean.

*Advanced
Placement
and Credit*

Convocations will be held on Mondays. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students, resident and nonresident, are required to attend. Students having four unexcused absences during one semester will be placed on probation. Should a student on probation have a fifth unexcused absence, her case will be reviewed by a Retention Committee. This Committee will decide whether the best interest of the student and the college require suspension or retention.

Convocation

The Special Studies Categories on page 65 are open to the initiative of both students and faculty whereby innovative study may be pursued in groups or as individuals. Care will be taken not to overemphasize the availability of this option but, at the same time, competent students should be aware of the possibilities and avail themselves of these opportunities.

Special Studies

- Cooperating Raleigh Colleges* A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.
- Drew University* Students who wish to participate in the Drew University semester on the United Nations should apply at the Department of History. See page 15 for additional information.
- Washington Semester* Students who wish to participate in the Washington Semester at American University should apply at the Department of History. See page 15 for additional information.
- Summer Term Courses* Summer term courses are counted on the same basis as in the fall and spring semesters. A student who plans to attend summer session at another accredited institution makes application for transfer credit on a form available from her faculty adviser. She secures the written approval of her adviser, the appropriate chairmen of the departments, and the Dean for courses she plans to take. The maximum credit allowed for a summer term is normally seven semester hours for any one session. Meredith students enrolled at Meredith summer school may enroll for one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College and a transcript must be sent to Meredith.
- Grading System* Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian. In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements. *A*
- Work displaying accurate knowledge of course content and some ability to use this knowledge creatively. *B*
- Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work. *C*
- Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses. *D*
- Passing on a course elected for "Pass-Fail" grading. Neither hours nor quality points are used in computing grade point averages. *P*
- Failure which may not be made up by re-examination. *F*
- The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F. *INC.*
- The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. *WF*
- The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *WP*
Withdrawal from class with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option *must* do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. After the first four weeks of the semester W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted. *W*

Pass-Fail Option Grading under a Pass-Fail option is available in several categories:

1. Freshman Colloquium is graded PF for all students.
2. Physical Education taken as a college graduation requirement is graded PF for all students.
3. During her junior and/or senior year, a student may elect for PF grading not more than two courses from outside her major field (including Education 495) and one seminar in her major field. Only one such course may be elected during a single semester.

Excluded from courses which may be pursued under this category are: All "prescribed subjects" taken to meet requirements for graduation; All courses taken in summer school or in institutions other than Meredith.

4. Physical Education courses taken in addition to the four hours required *may* be elected for PF grading in addition to other options.
5. Health Education 101 may be elected for PF grading in addition to other options.
6. Special Studies in all four categories (page 65) may be established with PF grading for all students and a student may elect such a course in addition to her other PF options.

Some general regulations applying to PF grading are:

1. Course content and requirements will be the same for PF registrants as for regular students and minimum performance for "P" will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an "F" on a "PF" course will be computed as hours attempted; a "P" will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the "PF" option for a course, she will designate the

course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.

4. A student who changes her major to a department in which she has already taken "PF" work may credit only one "PF" course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. Responsibility for compliance with all rules governing the "PF" system rests with the student, and appeals for exception to these will not be heard.

Each semester hour with a grade of "A" carries four quality points; "B," three; "C," two; "D," one; "F," none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

Quality Point Ratio

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Eligibility List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a number of quality points equal to three times the number of semester hours taken plus three will be placed on the list. The students must have completed at least twelve semester hours during the semester including courses at other Cooperating Raleigh Colleges.

Dean's List

The degree of Bachelor of Arts or Bachelor of Music with distinction is conferred upon a student under the following conditions:

Graduating with Distinction

1. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Co-operating Raleigh Colleges.

2. For the purpose of computing the standing of a student all semester hours attempted for degree credit at Meredith College are counted.

3. Students whose average is three and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is three and six-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is three and nine-tenths quality points per semester hour are graduated *summa cum laude*.

4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification Students are to be classified on the following basis:

<i>Classification</i>	<i>Sem. Hrs. Credit</i>	<i>Q.P.R. on All Work Attempted at Meredith</i>
Sophomore	23	1.30
Junior	56	1.65
Senior	86	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

Procedures and Regulations

Choice of Catalogue A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

Deadline for Filing for Graduation Seniors who expect to graduate in 1973 should file information in the office of the Academic Dean on or before the January 26 deadline noted in the College calendar.

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, her adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the college require suspension or retention. *Retention*

1. A student is considered to be making minimal progress if she passes nine semester hours *and* earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.

2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions fifty semester hours and ninety-two quality points and has a quality point ratio of at least 1.50 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.

3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.

A student who is suspended for academic reasons may apply for readmission after one semester. She must demonstrate concretely, either by transcript from another institution or by other evidence of maturity or accomplishment, that she is qualified to progress satisfactorily toward graduation at Meredith.

Each student is expected to be regular and prompt in her attendance at all classes, conferences and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

*Class
Attendance*

Auditing Courses A student who wishes to participate in a course without credit must arrange it with the teacher and register for an audit through the same procedure as for a credit course.

Residence Credit A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved, twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement one additional course carrying up to four hours credit is permitted.

A senior transfer student from a regionally accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major.

The maximum credit accepted from a two-year college is sixty-six semester hours.

Correspondence Credit Six hours maximum credit may be allowed for correspondence courses, on which a grade of C or higher has been earned, after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Academic Advisers Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

Declaration of Major Not later than the close of her sophomore year, each student must select a major. She must declare her major to the de-



partment on a form provided there and then register her declaration via the form in the office of the Academic Dean.

Early in the senior year the student wishing to go to graduate school should arrange to take the Graduate Record Examinations through the Placement Office or at other established testing centers. Detailed information is available from academic advisers or in the Placement Office.

*Graduate
Record
Examination*

FRESHMAN AND SOPHOMORE YEAR. The subjects required of all students during the freshman year at Meredith are English composition, foreign language when it is being continued, Freshman Colloquium, and physical education.

*Load
Restrictions*

During her freshman and sophomore years a student may not take concurrently two courses in the same disciplines without the Dean's permission.

AMOUNT OF WORK. A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

RESTRICTED CREDIT FOR JUNIORS AND SENIORS. Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

CREDIT IN MUSIC. A maximum of twenty-four semester hours in music, including no more than twelve semester hours in applied music, may be counted by the student *not* majoring in music as elective credits toward the Bachelor of Arts degree.

A maximum of four semester hours is allowed each student in ensemble courses.

Withdrawal from Classes Students who do not wish to complete a course for which they are enrolled *must withdraw officially* through the Registrar's Office.

DROP-ADD PERIOD. During the first ten days of each semester a student may drop or add courses without penalty or record. Forms are available in the Registrar's Office for this purpose. Withdrawal from class with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option *must* do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.

Repetition of Courses A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated.

Official Withdrawal Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.



Courses of Study

Courses of Study

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is offered in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Courses are numbered as follows: the 100 courses for freshmen, the 200 courses for sophomores, the 300 courses for juniors and seniors. The 400 courses are for seniors only except by special permission.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

General Courses

- FC 100 *FRESHMAN COLLOQUIUM.* A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all Freshmen. Credit one hour. Staff.

SPECIAL STUDIES

Special Study Courses are available in all departments in the following categories:

- SS60 *Independent Study*—A program of study involving a minimum of guidance and allowing truly autonomous study.
- SS70 *Directed Individual Study*—An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.
- SS80 *Community Internship*—An internship in practical work is permitted if the work has a basis in prior course work and involves intellectual analysis. An internship is supervised by an instructor and by a representative of the agency or institution in which the work is done if it takes place off campus.
- SS90-99 *Group Study*—A course on a special topic which is not already offered in the curriculum.

Special Study Courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the Chairman of the Department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).

4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study Course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Courses may be taken for from one to four (1-4) semester hours credit.
8. The option may be pursued on multiple occasions.
9. Special Study Courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

Art

Leonard White, *Associate Professor, Chairman*
Francis M. Faulkner, *Instructor*
Anne Hill, *Instructor*
Henrietta S. McBee, *Instructor*
Judith J. Sawtelle, *Instructor*
Calvin Wong, *Instructor*

Requirements for a Major A total of thirty hours in Art including 101, 102, 221, 222, 359, 360, and 498.

101, 102 BEGINNING DRAWING AND COMPOSITION. An introductory course in basic design. Emphasis is placed upon the elements and principles of design with particular attention to drawing and composition in the fall semester and to the use of color in the spring semester. Studio problems involve the use of a variety of materials. Through group and individual criticism, the development of individual creative ability is encouraged. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. Credit, six hours. Mr. White.

- 221, 222 CREATIVE DESIGN. A course offering the student an opportunity to develop creativeness in two and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. Credit, six hours. Mr. White.
- 226 CERAMICS. An introductory course in ceramic processes and material. Projects in coil, slab, and wheel methods of construction. Experimentation with various types of decoration. Not open to freshmen except by special permission. Credit, three hours. Mr. Wong.
- 229 ADVANCED DRAWING. Problems in sketching, figure drawing, illustration and perspective drawing. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Mr. Faulkner.
- 231, 231S ART APPRECIATION. A course designed to satisfy the need of students for a key to the enjoyment of art. Through illustrated lectures and class discussions, the art of past cultures and modern times is introduced to the student. Not open to art majors. Credit, three hours. Miss Sawtelle.
- 243 BEGINNING ART. A course in the fundamentals of art for others than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. Credit, three hours. Miss Hill.
- 258 ELEMENTARY SCULPTURE. An introductory course in modeling and construction of three-dimensional subjects. Emphasis is placed upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. Credit, three hours. Mr. Faulkner.
- Ed. 286A METHODS IN THE TEACHING OF ART. (For K-3 Teachers.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: Art 101, or Art 243, or permission of the department. One lecture and four studio hours a week. Credit, three hours. Miss Sawtelle.

- 347, 348 BEGINNING PAINTING. A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101-102 or by special permission. Six studio hours a week. Credit, three or six hours. Mr. Faulkner.
- 359 HISTORY OF ANCIENT ART. A survey of the significant art of the East and West from prehistoric times to the Renaissance. Credit, three hours. Miss McBee.
- 360 HISTORY OF MODERN ART. A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. Credit, three hours. Miss McBee.
- [362 INTERIOR DESIGN.] A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 362.) Credit, three hours. Staff.
- Ed. 386A METHODS IN THE TEACHING OF ART. (For Art Majors.) A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: 12 hours of Art. One lecture and four studio hours a week. Credit, three hours. Miss Sawtelle.
- 453, 454 ADVANCED PAINTING. Prerequisite: Art 347, 348. Six studio hours a week. Credit, three or six hours. Mr. White.
- 465 COMMERCIAL ART. A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art are among the projects covered. Prerequisite: Art 101-102. Six studio hours a week. Credit, three hours. Miss Hill.
- 498 SEMINAR. A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Preparation for the exhibition required of all senior majors is made in this class. Credit, one hour. Mr. White.

Students who wish advanced practice and research in special fields—painting, sculpture, design, graphics, art history, etc.—should consult with the chairman of the department and arrange for it through Special Study options listed on page 65.

Biology

John A. Yarbrough, *Professor, Chairman*

James H. Eads, *Assistant Professor*

Clara R. Bunn, *Assistant Professor*

Requirements for a Major Twenty-seven semester hours, including Biology 111, 112, 221, 222, 255, 351, and 364. Other requirements include Chemistry 111, 112, 221, Mathematics 100, 101 or their equivalents. Ed. 385 Sc. does not count toward the major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

111, 111S **PRINCIPLES OF BIOLOGY.** A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, the role of green plants and microbes will be considered. The position and involvement of vertebrates, emphasizing man, will be included. The principles of genetics and of ecology will be stressed. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

112 **SURVEY OF LIVING THINGS.** A study of representative organisms from the major animal phyla and plant groups will be made. Phylogenetic and ecological relationships will be considered throughout the entire course. Three lectures and two laboratory hours a week. Credit, four hours. Staff.

221 **ADVANCED PLANT BIOLOGY.** An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Yarbrough.

- 222 INVERTEBRATE ZOOLOGY. A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms are studied as to life history, morphology, physiology, ecology, and economic importance. Field trips may be made to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. Credit, four hours. Mr. Eads.
- 255 GENETICS. Designed chiefly for a thorough presentation of modern genetic principles and with examples from plant and animal breeding. Attempts are also made to apply such information in sociological and psychological considerations and human well-being. The laboratory includes the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 111, 112 or its equivalent. Three lectures a week and one two-hour laboratory (optional). Credit three or four hours. Mr. Eads.
- 351 COMPARATIVE VERTEBRATE ANATOMY. A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals to be dissected in the laboratory. Alternates with 353. Prerequisite: Biology 111, 112; Biology 222 recommended. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.
- [353 VERTEBRATE PHYSIOLOGY.] Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other animals, and simple experiments. Especially adapted to students preparing to study medicine or nursing or to become technicians. Alternates with 351. Prerequisite: Biology 111, 112, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. Credit, four hours. Mr. Eads.
- 354 HISTOLOGY. The first half of the course is devoted to slide preparation, employing plant and animal tissues. The paraffin method is emphasized, with some attention to the celloidin and freezing techniques. The second half consists of a careful micro-

scopic analysis of the common animal tissues. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Alternates with 356. Prerequisite: Biology 111-112 and Chemistry 111, 112. One lecture and six laboratory hours a week. Credit, three hours. Mr. Yarbrough.

[356 VERTEBRATE EMBRYOLOGY.] Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory, and outside readings to show comparative stages in other vertebrates. Alternates with 354. Prerequisite: Biology 111, 112. Two lectures and six laboratory hours a week. Credit, four hours. Mr. Eads.

364 MICROBIOLOGY. A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk, and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 111, 112 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. Credit four hours. Mrs. Bunn.

366 BIOCHEMISTRY. See Chemistry 366. Credit, four hours. Mrs. Bunn.

Ed. 385Sc. THE TEACHING OF SCIENCE. Credit, three hours. (See page 85.)
or 386Sc.

Under a plan of interinstitutional cooperation, there are available at North Carolina State University advanced courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in Biology should consult with the departmental chairman and arrange for it through Special Study options listed on page 65.

Business and Economics

Lois Frazier, *Professor, Chairman*
Evelyn P. Simmons, *Assistant Professor*
Nancy C. Sasnett, *Instructor*

The Department of Business and Economics offers a major in business, a major in economics, and a combination business-economics major.

Business

Requirements for a Major in Business Twenty-four hours exclusive of 231 and 232. The following courses are required: 353, 354, 361, 362, 363, 473, and 483. Business majors must take nine hours of economics, including 221 and 222.

Additional courses are required for students qualifying for a North Carolina teacher's certificate in business.

In addition to course requirements, a major is expected to present evidence of having completed forty hours of approved, paid work experience.

Requirements for a major in Business-Economics Eighteen hours in business, including 361, 362, 381, and 484 and eighteen hours in economics, including 221, 222, 385, and 388.

100 FUNDAMENTALS OF BUSINESS. Introduction to business including objectives, principles, functions, and services of business; the place of business in society; and trends in business. Credit, three hours. Miss Frazier.

231, 232 TYPEWRITING. Development of typewriting skill; application to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for 232: 231 or a test demonstrating acceptable speed, control, and production levels. Credit, six hours. Mrs. Sasnett.

- 353, 354 **ELEMENTARY SHORTHAND.** Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 231, 232. Business 353 or equivalent is prerequisite for Business 354. Credit, six hours, Mrs. Sasnett.
- 361, 362 **ACCOUNTING.** Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis of financial statements; introduction to cost and tax records. Business 361 is prerequisite for 362. Credit, six hours. Miss Frazier.
- 363 **BUSINESS COMMUNICATION AND REPORTS.** Analysis and composition of adjustment, credit, collection, employment, and sales letters; preparation of oral and written business reports. Credit, three hours. Miss Frazier.
- 375 **PRINCIPLES OF DISTRIBUTION.** A study of the history, policies, and methods of retail distribution; organization and operation of retail institutions; control practices; and personnel management. Credit, three hours. Miss Frazier.
- 376 **DISTRIBUTION.** Merchandise information, sales promotion, and advertising. Credit, three hours. Mrs. Sasnett.
- 381 **BUSINESS LAW.** Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy. Credit, three hours. Miss Frazier.
- 473 **ADVANCED SHORTHAND.** Review of shorthand theory, further development of dictation and transcription skills; special attention to mailable transcripts. Prerequisite: Business 353, 354 or equivalent. Credit, three hours. Mrs. Sasnett.
- 483 **OFFICE PROCEDURES AND MANAGEMENT.** Filing and records management; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines. Prerequisite: Business 231 and 232 or equivalent. Credit, three hours. Miss Frazier.
- 484 **OFFICE MANAGEMENT.** Principles of management applied to offices. Management functions; office organization; personnel

relations; automation; and selection and effective use of office equipment and supplies. [BLOCK COURSE.] Credit, three hours. Miss Frazier.

Ed. 386B THE TEACHING OF BUSINESS. See page 85. Methods and materials for teaching business subjects in the secondary school. Attention given to the study of philosophy and objectives of business education and the importance of planning and evaluating. Credit, three hours. Miss Frazier.

SS80 BUSINESS INTERNSHIP. Supervised work experience in business offices or merchandising establishments. Planned conferences and programs for improvement. Limited to seniors or advanced juniors (by special permission). Available under the Special Study option, SS80, listed on page 65. Credit, three hours. Miss Frazier.

Economics

Requirements for a Major in Economics Twenty-four hours in economics, including 221 and 222. Majors are urged to take Mathematics 201.

221 and 221S PRINCIPLES OF ECONOMICS. A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. Credit, three hours. Mrs. Simmons.

222 PRINCIPLES OF ECONOMICS. A continuation of 221, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.

355 CONSUMER ECONOMICS. An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protections for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. Credit, three hours. Mrs. Simmons.

- 365 **LABOR ECONOMICS.** An analysis of American labor in a changing economic and social order; special emphasis upon trends in employment, labor organizations, and standards in relation to technological change; and labor legislation. (Offered odd-numbered years only.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.
- 366 **INTERNATIONAL ECONOMICS.** A study of the development of international economic policies: geographic, economic, social, and political factors underlying contemporary international problems; foreign exchange and money flows; economic competition; and the economic and political methods employed by the leading nations. (Offered odd-numbered years only.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.
- 368 **PUBLIC FINANCE.** A study of the sources of revenue and the principles and methods of taxation and financial administration; fiscal policy; debt management; and the principles governing expenditures. (Offered even-numbered years only.) Prerequisite: Economics 221. Credit, three hours, Mrs. Simmons.
- 375 **PRINCIPLES OF DISTRIBUTION.** For description see Business 375. May count as credit in economics by students except business majors. Credit, three hours.
- [377 **STATISTICS FOR THE BEHAVIORAL SCIENCES.]** Principles of statistics presented in terms of situations familiar to students of sociology, psychology, political science, economics, or business. Emphasis is on probability and statistical inference through hypothesis testing parameter estimation. Regression and correlation techniques are analyzed. Prerequisite: Mathematics 101 or equivalent. Credit, three hours. Mrs. Simmons.
- 381 **BUSINESS LAW.** For description see Business 381. May count as credit in economics by students except business majors. Credit, three hours.
- 385 **MONEY AND BANKING.** A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 221 and 222. Credit, three hours. Mrs. Simmons.

- 388 HISTORY OF ECONOMIC THOUGHT. A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 388.) Prerequisite: Economics 221. Credit, three hours. Mrs. Simmons.

Students who wish advanced study in Business and Economics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

Chemistry and Physics

Mary Elizabeth Yarbrough, *Professor, Chairman*
Sally Melvin Horner, *Assistant Professor*
Clara Ray Bunn, *Assistant Professor*

Chemistry

Requirements for a major in Chemistry Thirty-two semester hours in Chemistry including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 201, 202.

111, 112 GENERAL CHEMISTRY. Fundamental concepts of chemistry, including theoretical and descriptive chemistry. Three class hours and three laboratory hours a week. Credit, eight hours. Staff.

221, 222 ORGANIC CHEMISTRY. Prerequisite: Chemistry 111, 112. Three class hours and one three-hour laboratory period a week. Credit, four or eight hours. Miss Yarbrough.

351 QUANTITATIVE ANALYSIS. Prerequisite: Chemistry 111, 112. A study of volumetric and gravimetric methods of analysis. Two class hours and six laboratory hours a week. Credit, four hours. Staff.

352 INSTRUMENTAL ANALYSIS. Prerequisite: Chemistry 351. A study of the theory and practice of instrumental methods of analysis. Two class hours and six laboratory hours a week. Credit, four hours. Staff.

- 365 PHYSICAL CHEMISTRY. Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 201, 202. Credit, four hours. Mrs. Horner.
- 366 BIOCHEMISTRY. A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology 111. Also offered as Biology 366. Three class hours and one three-hour laboratory a week. Credit, four hours. Mrs. Bunn.
- [367 INORGANIC CHEMISTRY.] Prerequisite: Chemistry 111, 112, 351-352. Three class hours and one three-hour laboratory period a week. Credit, four hours. Mrs. Horner.
- 498 SEMINAR. May be taken for credit more than one semester. Credit, one to three hour(s).

Physics

- 221-222 GENERAL PHYSICS. Three class hours and one three-hour laboratory period a week. Credit, eight hours. Mrs. Horner.
- 354 HOUSEHOLD PHYSICS. Two class hours and one three-hour laboratory period a week. Credit, three hours. Miss Yarbrough.

Ed. 385 Sc. THE TEACHING OF SCIENCE. See page 84. Credit, three hours.
or 386 Sc.

Advanced courses in Chemistry and Physics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in Chemistry and Physics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

Education

David R. Reveley, *Professor, Chairman*
Harry K. Dorsett, *Associate Professor*
Robert G. Fracker, *Assistant Professor*
Audrey R. Allred, *Assistant Professor*

THE TEACHER EDUCATION PROGRAM

All of the courses listed herein are designed primarily to prepare students who wish to teach in the public schools of the State. In keeping with new State Certification requirements and the Approved Program of Meredith College, all students who expect to qualify for Class A teaching certificates should follow this procedure:

At the end of the first semester of the sophomore year, each student should indicate to her faculty adviser her desire to enter the teacher education program. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program should then be filed with the chairman of the Education Department.

Since Music Education Majors and Art Majors receive general certification to teach in Grades 1-12 inclusive, they may select either Education 349 or Education 352 in order to meet professional requirements.

Requirements for all Certificates

All college requirements for graduation must be met by each student seeking certification.

All teacher certification programs require a major in a subject-matter field.

NOTE: College requirements are applicable to specified certification requirements in all programs.

EARLY CHILDHOOD EDUCATION

Students who expect to secure Class A certificates to teach in kindergarten through grade three must meet the requirements listed below.

	<i>Minimum Semester Hours</i>
<i>I. Subject Matter Courses</i>	
LANGUAGE ARTS.....	13
Composition and Grammar	
Literature (including American)	
Education 344, Children's Literature for K-3	
Education 440, Reading for Early Childhood	
Speech (if recommended by faculty adviser)	
SOCIAL STUDIES	15
History (United States History 251, 252 preferred)	
Anthropology (Sociology 271, 372, strongly recommended)	
Choice of:	
Geography (excluding Geography 201),	
Political Science, Sociology (excluding Sociology 363)	
SCIENCE	6
Choice of: Biology 111, Chemistry 111, Geography 201	
MATHEMATICS	3
Mathematics 100 or equivalent*	
ART	3 or 6
Art 243 (or equivalent; applicants for proficiency certificates should see the Chairman of the Art Department)	
Education 286, Art	
MUSIC	3 or 6
Music 233 (or equivalent; applicants for proficiency certificates should see the Chairman of the Music Department)	
Education 286, Music	

* This requirement is waived for Mathematics majors.

	HEALTH AND PHYSICAL EDUCATION.....	8
	Physical Education Activity, 4 hours	
	Education 373, Health Education	
	Education 383, Physical Education	
II. Professional K-3 Courses	PSYCHOLOGICAL FOUNDATIONS	6
	Education 231, Educational Psychology for Early Childhood	
	Education 347, Child Psychology	
	[Psychology 221, General Psychology, is recommended as an elective to precede these two courses]	
	HISTORICAL, PHILOSOPHICAL, AND SOCIOLOGICAL FOUNDATIONS	6
	Sociology 363, The Community	
	Education 465S, Foundations of American Education	
	CURRICULUM, ACTIVITIES, AND METHODS.....	6
	Education 349, Early Childhood Education	
	Education 468, Early Childhood Methods	
	STUDENT TEACHING AND CONFERENCES.....	6
	Education 495S, Observation and Directed Teaching	

CERTIFICATION FOR THE INTERMEDIATE GRADES 4-9

Students who expect to secure Class A certificates to teach in
grades 4 through 9 must meet the requirements listed below.

*Minimum
Semester Hours*

I. Subject Matter Courses	A. General	
	LANGUAGE ARTS	12
	Grammar, Composition, and Literature	
	Education 441, Reading in the Inter- mediate Grades	
	Speech (if recommended by faculty ad- viser)	

SOCIAL STUDIES	12	
History		
Two areas selected from: Anthropology, Economics, Geography, Political Science, Sociology		
MATHEMATICS	6	
Mathematics 100 or equivalent*		
SCIENCE	6 to 8	
ART	3	
Choice of Art 231, 359, 360, 243 , Ed. 386		<i>memo Sean</i>
(Art Ed.)		<i>Brian</i>
		<i>2-24-72</i>
MUSIC	3	
Choice of Music 226, 363, 364, 233 , Ed. 386		
(Music Ed.)		
HEALTH EDUCATION AND PHYSICAL EDUCATION....	2	
Health Education 374		
Physical Education Activities, 4 hours		

B. Concentration

Each prospective teacher will select one and *preferably* two areas of concentration, with the following additional requirements:

LANGUAGE ARTS (Children's Literature and American Literature are required. English 358 recommended.)	12
SOCIAL STUDIES (A course in an additional social studies area is required).....	12
SCIENCE (Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement).....	12
MATHEMATICS (Depth in appropriate mathematics is required).....	12

* This requirement is waived for Mathematics majors.

<i>II. Professional</i>	PSYCHOLOGICAL FOUNDATIONS	6
<i>4-9 Courses</i>	Education 231, Educational Psychology Education 332, Human Growth and Development	
	FOUNDATIONS OF AMERICAN EDUCATION.....	3
	Education 465, Foundations of American Education	
	INSTRUCTIONAL PROCEDURES (Choose one).....	3
	Education 469, Methods of Teaching Language Arts and Social Studies Education 471, Methods of Teaching Science and Mathematics	
	STUDENT TEACHING AND CONFERENCES.....	6
	Education 495, Observation and Directed Teaching	

CERTIFICATION FOR THE HIGH SCHOOL GRADES

Students who expect to secure State Class A certificates to teach in high school, must meet the requirements listed below. It is recommended that students be able to teach at least two subjects in the high school.

Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teaching programs must be approved by the head of the Department of Education by the beginning of the junior year.

<i>I. Subject</i>	LANGUAGE ARTS AND HUMANITIES.....	24
<i>Matter Courses</i>	Grammar, Composition, and Literature Humanities chosen from two of the following areas:	
	1. Fine and Applied Arts	
	2. Philosophy, Religion, Psychology	
	3. Foreign Language	

SOCIAL STUDIES	12
History	
Two areas selected from the following:	
Anthropology, Economics, Geography (excluding Geography 201), Political Science, Sociology	
MATHEMATICS	3 to 4
NATURAL SCIENCES	6 to 8
HEALTH AND PHYSICAL EDUCATION.....	2
MAJOR OR TEACHING FIELD: Art (36), business education (36), English (36), French (30), German (30), home economics (including certain sciences and other related courses)—(48), Latin (30), science (48), social studies: economics, history, political science, sociology, anthropology and geography (42), Spanish (30), mathematics (30), music (48). NOTE: <i>certification in art and music is for grades 1-12.</i>	

II. Professional Courses	Area I—The Pupil	
	Education 231 and 456.....	6 semester hours
	Area II—The School	
	Education 352 and 465.....	6 semester hours
	Area III—Teaching and Practicum	
	Education 385 or 386, and.....	9 semester hours
	495. Note: Students are advised to take these courses in the following order: Education 231, 352, 385 or 386, 495.	

Education Courses

- 231, 231S EDUCATIONAL PSYCHOLOGY. An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally trained teacher.

One section is especially designed for students who wish to teach in grades K through 3. It will deal with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing

- the learning of the child; provision for individual differences; motivation and learning; needs and drives. Credit, three hours.
- 332 HUMAN GROWTH AND DEVELOPMENT. Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and the adolescent; emotional factors in development; parent-child relationships; social education, mental hygiene, and psychosexual development. Credit, three hours.
- 344 CHILDREN'S LITERATURE FOR EARLY CHILDHOOD. A study of children's literature appropriate for the pre-school and beginning school child. BLOCK COURSE. Credit, two hours.
- 345 CHILDREN'S LITERATURE FOR THE INTERMEDIATE GRADES. An intensive historical review of children's literature, both American and European, for grades 4 through 9. BLOCK COURSE. Credit, two hours.
- 347 CHILD PSYCHOLOGY. A survey of the psychological development of the individual through childhood. Credit, three hours.
- 349 EARLY CHILDHOOD EDUCATION. The curriculum, activities, and techniques appropriate for teachers of grades K through 3. Credit, three hours.
- 352F, 352 THE SECONDARY SCHOOL. The historical development, and a consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; methods of planning and teaching; qualifications of the high school teacher; student guidance; records and reports. Credit, three hours.
- 440 READING FOR EARLY CHILDHOOD. A modern approach to understanding the methods, techniques and skills involved in the teaching of reading, spelling, language, and writing suitable for grades K through 3. Emphasis on training in listening, understanding, and interpreting the material covered. BLOCK COURSE. Credit, two hours.
- 441 READING IN THE INTERMEDIATE GRADES. A modern approach to understanding the methods, techniques, and skills involved

in the teaching of reading, spelling, language, and writing in grades 4 through 9. Emphasis on training in listening, understanding, and interpreting the materials covered. BLOCK COURSE. Credit, three hours.

456F, 456 MEASURING AND GUIDING ADOLESCENT BEHAVIOR. A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. BLOCK COURSE. Credit, three hours.

465, 465S FOUNDATIONS OF AMERICAN EDUCATION. The historical and philosophical aspects of American education. BLOCK COURSE. Credit, three hours.

468 EARLY CHILDHOOD METHODS. A study of materials and methods in the teaching of arithmetic, science, and social studies on the early childhood level. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

469 METHODS OF TEACHING LANGUAGE ARTS AND SOCIAL STUDIES. For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

471 METHODS OF TEACHING MATHEMATICS AND SCIENCE. For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. BLOCK COURSE. Credit, three hours.

Special Methods Courses Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the State

Course of Study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses. Education 231 is prerequisite to all special methods courses. See department listings for descriptions of each course.

- 495, 495S OBSERVATION AND DIRECTED TEACHING. The purpose of this course is to give the student actual teaching experience. All student teaching is on the block. Student teachers will take advanced courses in education for the first eight weeks of the semester; during the last eight weeks they will be in the classroom for the entire day. A weekly seminar is held. Fee \$40. Credit, six hours.

NOTE: Student teachers on the Early Childhood level should take the following courses before the student teaching semester: Education 231, 347, 349. Students teaching on the Intermediate level should take the following courses before the student teaching semester: Education 231 and 332. Students teaching on the Secondary level should take the following courses before the student teaching semester: Education 231, 352, and 385 or 386 (Special Methods). Application must be made to the Teacher Education Committee for admission to student teaching; the Committee reserves the right to withhold the privilege of student teaching if circumstances warrant.

Students who wish advanced study or research in Education should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

English

Norma Rose, *Professor, Chairman*

Leishman A. Peacock, *Professor*

Ione Kemp Knight, *Associate Professor*¹

Terry A. Babb, *Instructor*

Linda Solomon Bamford, *Instructor*

Elizabeth Webb Brewer, *Instructor*

Mildred Wallace Everette, *Instructor*

Helen Hayward Jones, *Instructor*

Mary Lynch Johnson, *Professor Emerita and Lecturer*

English 111 is a prerequisite for all other courses in English;
English 201 is a prerequisite for all other literature courses
in the department.

Requirements for a Major Thirty hours in English, including 111, 201, a seminar, and one directed individual study. Twelve hours must be selected from 351, 352, 353, 354, 355, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for Education 385 E. English 202 is strongly recommended for the English major.

111, 111S PRINCIPLES OF WRITING. Credit, three hours. Staff.

201, 201S MAJOR BRITISH WRITERS. Credit, three hours. Staff.

202F, 202 DEVELOPMENT OF ENGLISH LITERATURE. A chronological study to add breadth and further depth to English 201. Credit, three hours. Staff.

206F, 206 MAJOR AMERICAN WRITERS. Credit, three hours. Staff.

208 WORLD MASTERPIECES IN TRANSLATION. Credit, three hours. Staff.

233 CREATIVE WRITING. Credit, three hours. Mrs. Jones.

351 OLD ENGLISH. Credit, three hours. Miss Knight.

¹ On leave, spring, 1972.

- 352 CHAUCER. A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. Credit, three hours. Miss Knight.
- 353, 354 SHAKESPEARE. A study of selected English history plays and "sunny" comedies (353); selected tragedies, "dark" comedies, and late romances (354) Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Credit, three or six hours. Miss Rose.
- 355 MILTON SEMINAR. Selected poetry and prose. Credit, three hours. Miss Rose.
- 358 ADVANCED GRAMMAR AND COMPOSITION. Credit, three hours. Miss Knight.
- 359 AMERICAN LITERATURE SEMINAR. Selected topics for study. Prerequisite: English 206 or equivalent. Credit, three hours.
- [364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY.] A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. Credit, three hours. Mr. Peacock.
- 365 ENGLISH POETRY OF THE ROMANTIC PERIOD. A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Credit, three hours. Miss Knight.
- 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY. A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Credit, three hours. Miss Rose.
- 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY. A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. Credit, three hours. Mr. Peacock.
- Ed. 385E THE TEACHING OF ENGLISH. See page 85. [BLOCK COURSE.] Credit, three hours. Mrs. Brewer.

494 THE TREATMENT OF LITERARY PROBLEMS. Open only to majors in English. Credit, one hour. Miss Rose.

498 SENIOR SEMINAR. Open only to majors in English. Credit, three hours. Mr. Peacock.

Speech and Theater

221, 221S FUNDAMENTALS OF SPEECH. A general speech course designed to introduce the student to the basic elements of good communication. The course includes units on voice and diction, presentation, organization, and communication theory. Credit, three hours. Mrs. Bamford.

223 VOICE AND DICTION. Emphasis on improving basic vocal quality and articulated speech sounds. Attention will be given to developing the ability to speak in the General American dialect, if the student so desires. Credit, two hours. Mrs. Bamford.

226 ORAL INTERPRETATION. Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity will be provided for the students to take part in a reading program for an audience. Credit, two hours. Mrs. Bamford.

352 PLAY PRODUCTION. Credit, three hours. Mrs. Bamford.

353 INTRODUCTION TO THEATER. A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. Credit, three hours. Mrs. Bamford.

Students who wish advanced study and research in Literature, Speech, or Theater should consult with the departmental chairman and arrange through the Special Study options listed on page 65. English majors must exercise this option at least once as research paper experience.

Foreign Language

William R. Ledford, *Assistant Professor, Acting Chairman*

Helen P. Daniell, *Assistant Professor*

Katalin Galligan, *Assistant Professor*

Jacqueline B. Beza, *Instructor*

Robert T. Ivey, *Instructor*

Robert W. Morgan, *Instructor*

Ann B. Peaden, *Instructor*

Nona Short, *Instructor*

Edith Stevens, *Instructor*

Courses numbered 101-102 and 221-222, or their equivalents, are prerequisite for 351-352. Prerequisite for courses above 351-352: 351-352 or special permission.

Requirements for a Major in French, Latin or Spanish Twenty-four hours above 101-102, including 351-352. Majors in French or Spanish must include 357 and 358. Majors in Spanish must also include 353-354. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with new certification requirements, students who plan to teach French or Spanish must take the courses numbered 357 and 358 in the language to be taught. Ed. 386 ML is required of students planning to teach a foreign language, and counts as Education.

French

- 101-102 ELEMENTARY FRENCH. A study of the French Language through analysis, contact and use. Grammar, readings of appropriate difficulty and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for French 221-222. A two-hour lab will be required where necessary. Credit, six hours.
- 221-222 INTERMEDIATE FRENCH. Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours.

- 351, 352 FRENCH LITERATURE AND CIVILIZATION. Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: 221-222 or advanced placement. Credit, six hours.
- [353 SEMINAR IN SEVENTEENTH CENTURY.] A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. Credit, three hours. Mrs. Daniell.
- [354 SEMINAR IN EIGHTEENTH CENTURY.] The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. Credit, three hours. Mrs. Galligan.
- [355 FRENCH ROMANTICISM.] Credit, three hours.
- [356 FRENCH REALISM AND NATURALISM.] Credit, three hours.
- 357 ADVANCED CONVERSATION AND PHONETICS. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Galligan.
- 358 ADVANCED GRAMMAR, COMPOSITION AND CONVERSATION. Required of majors in French. Sophomores admitted by permission only. Credit, three hours. Mrs. Daniell.
- 361 MODERN FRENCH LITERATURE 1880-1919. Credit, three hours.
- 362 CONTEMPORARY FRENCH LITERATURE 1919 TO THE PRESENT. Credit, three hours.
- [493 DEVELOPMENT AND STRUCTURE OF THE FRENCH LANGUAGE.] A survey of the historical development of French from Latin. Reading of works in Old French. Some introduction, through French, to the general field of linguistics. Offered only when the demand is sufficient. Credit, three hours.

German

- 101-102 ELEMENTARY GERMAN. Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for German 221-222. Credit, six hours. Mr. Morgan.
- 221-222 INTERMEDIATE GERMAN. Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Mr. Morgan.

Latin

- 101-102 ELEMENTARY LATIN. A course for beginners entailing the fundamentals of the language. Credit, six hours.
- 221-222 INTERMEDIATE LATIN. An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. Credit, six hours.
- 351, 352 ROMAN LITERATURE AND CIVILIZATION. A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: 221-222 or advanced placement. Credit, six hours.
- 361, 362 ADVANCED LATIN READING. Authors studied to be selected by instructor—after consultation with the pre-registered students. THIS COURSE MAY BE TAKEN ON MULTIPLE OCCASIONS. Prerequisite: 351-352 or instructor's permission. Credit, six hours.

Spanish

- 101-102 ELEMENTARY SPANISH. Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings,

and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for Spanish 221-222. Credit, six hours. Staff.

221-222 INTERMEDIATE SPANISH. Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. Credit, six hours. Staff.

[351, 352 SPANISH LITERATURE AND CIVILIZATION.] A study of the more important works of Spanish literature; particularly as they reflect Spanish life and culture. Alternates with Spanish 353-354. Prerequisite: 221-222 or advanced placement. Credit, six hours. Mr. Ledford.

353, 354 SPANISH-AMERICAN LITERATURE AND CIVILIZATION. A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 351-352. Credit, six hours. Mr. Ledford.

357 ADVANCED COMPOSITION AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.

358 PHONETICS AND CONVERSATION. Required of majors in Spanish. Sophomores admitted by permission only. Credit, three hours. Mr. Ledford.

491 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN. Open to juniors by special permission. Credit, three hours. Mr. Ledford.

492 MODERN SPANISH DRAMA. Open to seniors, and to others by special permission. Alternates with Spanish 494. Credit, three hours. Mr. Ledford.

[494 MODERN SPANISH NOVEL.] The modern Spanish novel, beginning with Fernan Caballero. Open to seniors, and to others by special permission. Alternates with Spanish 492. Credit, three hours. Mr. Ledford.

Ed. 386 M. L. THE TEACHING OF FOREIGN LANGUAGES. See Education. Credit, three hours.

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of inter-institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the chairman of the department and arrange for it through the Special Study options listed on page 65.

Health, Physical Education, and Recreation

Jay D. Massey, Assistant Professor, Chairman

Helena W. Allen, Assistant Professor

Janie S. Archer, Instructor

Frances W. Stevens, Instructor

Frances M. Vandiver, Instructor

The Equitation Program

Luther M. Huggins, Director of Equitation

The program of the Department of Health, Physical Education, and Recreation is designed to meet the needs of each individual student with respect to such programs as:

1. The development and maintenance of a high degree of physical efficiency through a varied program of sports, rhythmic activities, equitation, and swimming.
2. The development of fundamental skills in those activities which will contribute to an intelligent use of leisure time.
3. The provision of adequate opportunities for the develop-

ment of qualities of leadership and cooperation through participation in the Intramural Program.

4. The development of intelligent understanding and a positive attitude toward personal health and hygiene in relation to daily living.

All students enrolled in health and physical education are required to undergo physical examinations. Each student is classified, upon the basis of these examinations, for a physical education class in vigorous or semi-vigorous activity. During orientation week all freshmen are introduced to the facilities of the student health service by the college physician.

Health Education

101, 101S HEALTH EDUCATION. A fundamental course in the principles and problems of personal hygiene. The course includes discussions based upon student health problems and interests, and instruction based upon today's health problems of college students. Two class hours a week for one semester. Credit, one hour either semester.

Ed. 373 H.Ed. MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER. A course designed to furnish prospective K-3 teachers with information and ideas to be of help, in planning, teaching, and evaluating classroom health instruction. Opportunities are given for lesson planning and teaching of health in the K-3 grade levels. Credit, two hours.

H. Ed. 374 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9. A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9 such as sex education, alcohol, drugs and safety. Credit, two hours.

Ed. 383 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER. A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in these grades. Credit, two hours.

Ed. 384 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES. A course designed to prepare the prospective teacher in the intermediate grades for teaching physical education. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in grades 4-9. Credit, two hours.

Physical Education

After the four semester physical education requirement has been met, students may elect physical education for one semester hour credit each semester up to a maximum of four hours.

Students enrolled in activity courses in physical education are required to have regulation gymnasium costumes for class. Freshmen and transfer students must purchase their uniforms during the first week of school from Meredith Supply Store.

- 111, 111S TEAM SPORTS. Courses in basketball, hockey, softball, speedball, or volleyball. Two hours a week.
- 221, 221S RHYTHMIC ACTIVITIES. Courses in modern dance, ballet, folk and square dance. Two hours a week.
- 251, 251S INDIVIDUAL SPORTS. Courses in archery, badminton, bowling, conditioning, golf*, tennis, recreational sports, snow skiing, swimming, senior life saving and water safety instructors. Two hours a week.
- 261, 261S EQUITATION*. Saddle and Forward Seat and Western. Beginner, intermediate, and advanced instruction. Two hours a week. Interested students are given opportunities to participate in local shows and hunts. Students who wish to board horses at the college stables may make arrangements for this through the business office.

Instructional classes are available to special students in the afternoons and Saturday mornings.

*Special fee.

Students who wish special, individual or group, study in Health, Physical Education or Recreation should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

History and Political Science

Sarah McCulloh Lemmon, *Professor, Chairman*¹

Craven Allen Burris, *Professor*

Frank L. Grubbs, Jr., *Assistant Professor*¹

Rosalie P. Gates, *Associate Professor*²

Thomas C. Parramore, *Assistant Professor*

Carolyn B. Grubbs, *Instructor*

Donald R. Songer, *Instructor*

Donald R. Roberts, *Visiting Lecturer, St. Mary's College*

Patricia C. Howe, *Visiting Lecturer, N. C. State University*

Requirements for a Major

HISTORY. A major in history consists of 27 hours, chosen from at least two fields (as American, European, Asian), including: one course numbered 100, one course numbered 200, 330, and a seminar in history. Major professor, Miss Lemmon.

AMERICAN CIVILIZATION. A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 330 and a seminar in history; and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect 6 hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

NON-WESTERN CIVILIZATIONS. A major in non-western civilizations consists of 36 hours, with a minimum of 18 hours in history, including 330, 346, and a seminar in history, and also 9 hours selected from History 101, 102, and non-western courses; and a minimum of 15 hours in related fields, such as anthropology, political science, economics, geography, reli-

¹ On leave, fall, 1971.

² Acting Chairman, fall, 1971.

³ On leave, spring, 1971.

gion, fine arts. Students planning to teach should also take 6 additional hours in American history. Major professor, Mrs. Gates.

History

- 101 INTRODUCTION TO THE ORIGINS OF WESTERN CIVILIZATION TO 1750. A study of major elements of civilization from the pre-historic to approximately 1750. Credit, three hours. Staff.
- 102 INTRODUCTION TO THE DEVELOPMENT OF WESTERN CIVILIZATION SINCE 1750. A study of the rise of modern states in the Western World, the age of revolutions, the rise of nationalism, imperialism, and the crises of the twentieth century. Credit, three hours. Staff.
- 205 INTRODUCTION TO NON-WESTERN CIVILIZATIONS. Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilizations. Credit, three hours. Mrs. Gates.
- 251 INTRODUCTION TO AMERICAN HISTORY (1783-1876). Emphasis will be placed on the period since the Revolution. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 252 INTRODUCTION TO AMERICAN HISTORY (1876-PRESENT). Emphasis will be placed on the twentieth century. Credit, three hours. Mr. Grubbs and Miss Lemmon.
- 301 CLASSICAL CIVILIZATIONS. A study of the cultural and historical characteristics of the Greeks and Romans, with related studies in the influences of pre-classical societies. Credit, three hours. Mrs. Grubbs.
- [302 MEDIEVAL CIVILIZATION.] From the fall of Rome to the opening of the sixteenth century, with emphasis on intellectual and cultural achievements. Credit, three hours. Mrs. Grubbs.
- 330 METHODS OF HISTORICAL RESEARCH. Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and

organization of materials. A research paper is required. Offered each semester. Credit, three hours. Staff.

- 345 HISTORY OF SOUTH ASIA. Emphasis will be placed on India and Pakistan, with some consideration of their cultural and political relations with China. Credit, three hours. Mrs. Gates.
- 346 ASIAN CIVILIZATION. An interdisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. Credit, three hours. Coordinator, Mrs. Gates.
- 349 EUROPEAN INTELLECTUAL HISTORY. An inquiry into European thought since the mid-eighteenth century. Credit, three hours. Mr. Parramore.
- 350 MAIN CURRENTS OF MODERN EUROPEAN HISTORY. Inquiry into the present European situation and its historical roots. Credit, three hours. Mr. Parramore.
- 351 COLONIAL AMERICAN CULTURE (1000-1783). A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. Credit, three hours. Mr. Grubbs.
- 369 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914. A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. Credit, three hours. Miss Lemmon.
- 370 HISTORY OF THE SOUTH. A topical study of the South, emphasis will be on the nineteenth century. Credit, three hours. Miss Lemmon.
- 388 HISTORY OF ECONOMIC THOUGHT. See Economics 388. May count as credit in history by students except business and economic majors. Credit, three hours.
- 390 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY. The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. Credit, three hours. Mr. Grubbs.

- 445 SEMINAR IN HISTORY. It is recommended that students have had research experiences before registering for the seminar. Credit, three hours. Staff.
- Ed. 386 S.S. THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS. Required for secondary teacher certification. May not be counted toward a major. Credit, three hours. Mrs. Grubbs.
- SS80 COMMUNITY INTERNSHIP IN ARCHIVAL WORK. Open to juniors and seniors who have had at least one course in American History. An introduction to careers in historic sites, museums, and publications under the supervision of the North Carolina Department of Archives and History. Practicum required. May not be counted toward a major. Credit, three hours. See the Chairman about details.

Political Science

- 201 AMERICAN NATIONAL GOVERNMENT. A study of the constitutional basis of the national government, the role of the Presidency, Congress, and the courts in the determination of national policy, and the impact of parties, interest groups, and voters on the political system. Credit, three hours. Mr. Songer.
- 204 MODERN POLITICAL SYSTEMS. A comparison of the governments of the major world powers. Credit, three hours. Mr. Songer.
- 301 POLITICAL PARTIES IN THE UNITED STATES. Credit, three hours. Mr. Songer.
- 302 STATE AND LOCAL GOVERNMENTS IN THE UNITED STATES. Credit, three hours. Mr. Songer.
- 378 INTRODUCTION TO RESEARCH. For description, see Sociology. 378. May count as credit in political science by students except majors in sociology and psychology. Credit, three hours.

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, Middle Eastern, and Russian history, and in advanced topics in political science.

Students who wish advanced study or research in History or Political Science should consult the departmental chairman and arrange for it through the Special Study options listed on page 65.

Home Economics

Marilyn M. Stuber, *Assistant Professor, Chairman*

Ruby T. Miller, *Assistant Professor*

Martha C. Bankston, *Visiting Lecturer from Peace College*

Kay Ann Friedrich, *Instructor*

Sally P. O'Connor, *Instructor*

Susan Van DeVeer, *Consultant*

Students may major in Home Economics and earn teacher certification in any of the following areas:

- 1) K-3
- 2) 4-9
- 3) Secondary Education

Requirements for a Major

Thirty hours of Home Economics are required for a major. Home Economics 100, 104, 352, 355, 360 and 493 are required for all majors. Home Economics majors are strongly advised to take Chemistry 111 and 112.

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|-----------|---|
| 100 | ART IN COSTUME. The application of art principles to clothing selection and costume design. Emphasis on personal appearance. Credit, one hour. Mrs. Stuber, Mrs. O'Connor and Miss Bankston. |
| 101, 101S | BEGINNING CLOTHING CONSTRUCTION. Basic principles of clothing construction using commercial patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. Credit, three hours. Mrs. O'Connor. |
| 104F, 104 | INTRODUCTORY FOODS AND COOKERY. Food selection and preparation. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich. |
| 223 | ADVANCED FOODS AND COOKERY. A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prereq- |

- uisite: Home Economics 104, except by permission of the head of the department. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 224 FLAT-PATTERN DESIGNING. Creative designing using the flat-pattern method. Prerequisite: Home Economics 100 and 101 or 353. One lecture and five hours of laboratory. Credit, three hours. Mrs. Miller.
- 332 HUMAN GROWTH AND DEVELOPMENT. See Education 332. Credit, three hours.
- 347 CHILD PSYCHOLOGY. See Education 347. Credit, three hours.
- 351S NUTRITION. Elementary principles of nutrition with practical application in planning diets for normal families. Credit, three hours. Mrs. Friedrich.
- 352F, 352 MEAL MANAGEMENT. A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 104. Two lectures and four hours of laboratory. Credit, three hours. Mrs. Friedrich.
- 353 TAILORING. A detailed study of selections, fitting, and construction of tailored wool garments. Prerequisite: Home Economics 100 and 101 or proficiency. One lecture and five hours of laboratory. Credit, three hours, Mrs. Miller.
- 355 CONSUMER ECONOMICS. See Economics 355. Credit, three hours. Mrs. Simmons.
- 356F, 356 CHILD DEVELOPMENT. A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of preschool children, at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. Credit, three hours. Mrs. Stuber and Mrs. Van DeVeer.
- 358 TEXTILES AND CLOTHING. The study of textiles from raw materials through manufacturing and finishing of fabrics from the

viewpoint of the consumer. Buying clothing for the family. Credit, three hours. Mrs. Miller.

360F, 360 MARRIAGE AND FAMILY RELATIONSHIPS. A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. Credit, three hours. Mrs. Stuber.

362F, 362 INTERIOR DESIGN. A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six hours a week. (Also offered as Art 362.) Credit, three hours. Mrs. Miller.

363 HOUSING AND EQUIPMENT. A study of house planning including floor plans, site, cost, legal matters, and landscaping. The selection, care of and use of common types of household equipment. Credit, three hours. Mrs. Miller.

364F, 364 HOUSEHOLD FURNISHINGS LABORATORY. An opportunity to develop some skill in making draperies and bedspreads, and in refinishing and reupholstering furniture. Introduction to occupations. Credit, three hours. Mrs. Miller.

Ed. 386 H.Ec. METHODS OF TEACHING HOME ECONOMICS. See page 85. Credit, three hours. Mrs. Stuber.

389, 389S HOME MANAGEMENT AND CONSUMER EDUCATION. A study in the use of human and material resources of the home to promote family interests and welfare. Procedures for the management of time, energy, money, and materials. Problems in consumer buying and money management. Credit, two hours. Miss Bankston. hours. Miss Bankston.

493, 493S HOME MANAGEMENT—RESIDENCE. Prerequisite or parallel: Home Economics 389 (Home Management). Residence for students in groups in the Ellen Brewer House. Credit, three hours. Miss Bankston.

Students who wish advanced study in Home Economics should consult with the chairman of the department and arrange for it through the Special Study options listed on page 65.

Mathematics

Charles A. Davis, *Associate Professor, Chairman*

Dorothy K. Preston, *Assistant Professor¹*

Martha L. Bouknight, *Instructor*

LaRose F. Spooner, *Instructor*

Olive D. Taylor, *Instructor*

Jane G. Kanipe, *Instructor*

Hamilton W. Fish, *Instructor*

Requirements for a Major Twenty-four hours in Mathematics above the 100 level. The student must have credit for each of the following Mathematics courses: 201, 202, 203, 204, and 301. Mathematics 405 is recommended. The department *requires* the major to include at least eight hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221-222 are recommended.

Requirements for Certification For non-Mathematics majors: 100 is required at the early childhood level, 100 and 101 are recommended at the intermediate level and any three hours of math at the secondary level.

For Mathematics majors: 100 is not recommended for any Mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach Secondary Mathematics must have credit for 404 and must have a total of 30 hours of credit in Mathematics, including the one hundred level.

Advanced Placement in Mathematics Upon entering Meredith, a student may be placed in 100, 101, 201, or 202, depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test and her performance on a departmental placement test. Each year, during orientation, the department gives tests in Algebra, Trigonometry and Introductory Calculus and if satisfactory scores are attained credit will be given for the appropriate courses. Or any student enrolled in the Advanced Placement Mathematics Course in her senior year may request placement in 202 with credit for 201 upon the presentation of satisfactory scores on the proper examination.

Courses: 100F, 100 FUNDAMENTAL CONCEPTS OF MATHEMATICS. Topics included are set theory, numeration systems, abstract mathematical sys-

¹ On leave, 1971-72.

tems, laws of logic, geometry and probability. Credit, three hours. Staff. (Does not count in credits for a major)

101, 101S ELEMENTARY FUNCTIONS. Topics included are the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions and functions of two variables. Credit, three hours. Staff. (Does not count in credits for a major)

201, 201S INTRODUCTORY CALCULUS. The purpose of this course is to introduce the ideas of derivatives and integrals with their principal interpretations and interrelations and to develop the simpler techniques of differentiation and integration for the elementary functions studied in Mathematics 101. Prerequisite: 101. Credit, three hours. Staff.

202F, 202 MATHEMATICAL ANALYSIS I. The course covers a continuation of the calculus of functions of one variable and introduces multivariable calculus. Prerequisite: 201. Credit, three hours. Staff.

203, 203S LINEAR ALGEBRA. A study of vector spaces and linear transformation, matrices and determinants. Prerequisite: 202. Credit, three hours. Staff.

204F, 204 MATHEMATICAL ANALYSIS II. A continuation of 202 with a study of the theory and techniques of the calculus. Prerequisite: 202 and 203. Credit, three hours. Staff.

211 INTRODUCTION TO PROBABILITY AND STATISTICS. Topics include probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical influence. Prerequisite: 201. Credit, three hours. Mrs. Bouknight.

301 MODERN ABSTRACT ALGEBRA. A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Credit, three hours. Mrs. Spooner.

302 ADVANCED MULTIVARIABLE CALCULUS. The differential and integral calculus of Euclidean 3-space, using vector notation, leading up to the formulation of solution (in simple cases) of

- the partial differential equations of mathematical physics. Prerequisite: 204. Credit, three hours. Staff.
- 303 ADVANCED PROBABILITY AND STATISTICS. A study of statistical theory and inference from data. Topics include estimation, decision theory, testing hypotheses, relationships in a set of random variables, and linear models and design. Prerequisite: 211. Credit, three hours. Mrs. Bouknight.
- 402, 403 ADVANCED CALCULUS I AND II. Topics include the real numbers, complex numbers, set theory, metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. Prerequisite: 204. Credit, three hours. Mr. Davis.
- 404 MODERN COLLEGE GEOMETRY. This course is designed to differentiate and compare metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction is given to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: 301, or permission from the department. Credit, three hours. Mrs. Taylor.
- 405 SEMINAR IN ADVANCED ALGEBRA AND GEOMETRY. Prerequisites: 301 and 404. Credit, three hours. Staff.
- Ed. 386M METHODS OF TEACHING SECONDARY MATHEMATICS. Credit, three hours. Mrs. Bouknight.

Courses are also available at North Carolina State University, under the interinstitutional cooperation plan, in Theory of Equations, in Intermediate and Advanced Differential Equations, in History of Mathematics, in Boundary Value Problems, in Numerical Analysis, in Computer Science, and in Statistics.

Students who wish advanced study and research in Mathematics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

Music

W. David Lynch, *Associate Professor, Chairman*
Stuart Pratt, *Professor*
Beatrice Donley, *Associate Professor*
Phyllis Weyer Garriss, *Assistant Professor*
James L. Clyburn, *Assistant Professor*
Isabelle Haeseler, *Assistant Professor*
Jane W. Sullivan, *Instructor*
James B. Lamb, *Instructor*
Harry E. Cooper, *Professor Emeritus and Lecturer*
Rennie Peacock Beyer, *Special Instructor*
Alice Wanner Daugherty, *Special Instructor*
Betty Jo Farrington, *Special Instructor*
Dorothy Gilmore, *Special Instructor*
Vicki Ham, *Special Instructor*
Barbara Ann Coffey Humble, *Special Instructor*
Ellen Leinwand Kort, *Special Instructor*
Marilyn S. Lynch, *Special Instructor*
Barbara Schlageter, *Special Instructor*

Courses in the Department of Music fall into several groups: cultural courses in history and appreciation; courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher); courses in theory and composition designed to furnish a solid background for the understanding and interpretation of music as well as to develop fully the creative ability of the individual; and instruction in applied music, leading to artistic performance.

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are necessary prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Bachelor of Arts, Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology,

music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (page 51). The student must take at least 76 semester hours in liberal arts and science subjects other than music—44-56 hours in prescribed subjects and area distribution requirements (pages 51-52) and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses	29 hours
Theory 101, 102, 221 and 222.....	16
Introduction to Music 226.....	3
History of Musical Styles and Structures	
363, 364	8
Seminar 492	2
Applied Music and electives.....	19 hours
Minimum in Applied Music.....	8
Electives	11
(Applied Music, Music Literature, Theory, Music Education or Ensemble)	

Bachelor of Music Degree The four-year Bachelor of Music degree with a major in either Music Education or Applied Music seeks to produce competent, practical musicians who are well versed in the liberal arts. Requirements for the degree as outlined below are planned with this aim in mind.

<i>Requirements for all B.Mus. Candidates</i>	LIBERAL ARTS AND SCIENCES.....	44-46 hours
	Prescribed Subjects	
	English Composition	3
	A three-hour course in major British authors	3
	Foreign Language	0-12
	Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of the first college year of the language except that Applied Music majors in voice must attain proficiency at that level in two of the following: French, German, or Italian.	

Religion	6
A six-hour introduction to the Old and New Testaments <i>or</i> A three-hour introduction to Biblical lit- erature and one advanced three-hour course	
Physical Education	4 hours
Freshman Colloquium	1
Area Distribution Requirements in Addition to Prescribed Subjects	
Subjects in Natural Sciences and Mathe- matics area	3-4
Subjects in Social Sciences area.....	6
Electives in Subjects Other Than Music.....	5-18*
 MUSIC COURSES	27 hours
Theory 101, 102, 221 and 222.....	16
Introduction to Music 226.....	3
History of Musical Styles and Structures 363, 364	8
Piano Proficiency	

*Additional Re-
quirements for
Applied Music
Major*

REQUIREMENTS FOR A MAJOR IN APPLIED MUSIC.....	53 hours
Music Literature 231, 232.....	2
Teaching of Applied Music 357, 358.....	4
Seminar 492	2
Electives in music.....	15**
At least 6 hours must be music courses; no more than 9 hours may be applied music. Organ ma- jors must take Counterpoint 351, 352 and Ser- vice Playing 495, 496.	
Applied Music	30
A minimum of 24 hours must be in principal applied study, 4 in secondary applied study(ies),*** and 2 in Ensemble.	

* Music Education majors should keep in mind that North Carolina teacher certification requirements specify the following additional areas:

Social Sciences —6 hours (to total 12 including History and at least two of the following: Anthropology, Economics, Geography, Political Science, Sociology.)

Natural Sciences—3-8 (to total 6-8 hours)

Mathematics —0-3 (to total 3 hours)

** A maximum of 4 hours credit for Ensemble will be counted toward the 120 hours minimum required for graduation.

*** Students whose principal applied study is not piano must attain the level of Piano 100 for at least one semester.

<i>Additional Requirements for Music Education Major</i>	REQUIREMENTS FOR A MAJOR IN MUSIC EDUCATION..53 hours
	Education 231 3
	Materials and Methods for Teaching Music in Grades K-6 Ed. 385 Mus..... 3
	Materials and Methods for Teaching Music in Grades 7-12 Ed. 386 Mus..... 3
	Education courses according to needs of student..... 6
	Education 495 6
	Orchestration 494 2
	Applied Music30
	Including the following 12 hours and proficiencies:
	Winds and Percussions 365, 366..... 4
	Strings 367, 368..... 4
	Conducting 497, 498..... 4
	Non-singers—proficiency of Freshman Voice
	Non-pianists—proficiency of Freshman Piano ¹
	Principal applied—sufficient to make four appearances on Student Recitals and a partial Senior Recital

Equipment and Facilities The Department of Music is housed in Jones Hall, constructed in 1950. Seven grand pianos, twenty-six upright pianos, two three-manual concert organs, two two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2200 recordings. Scores and listening facilities are also available.

Performance Requirements All majors in music are expected to perform regularly in their principal and secondary applied fields. Bachelor of Arts music majors and music education majors appear at least once each year in Student Recitals and present at least one-fourth of a Senior Recital (fifteen minutes' minimum). Applied music majors in the Bachelor of Music program appear at least once each semester (except the first semester of the freshman year) in Student Recitals and present a partial Junior Recital and a full Senior Recital.

Piano Proficiency All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations.

¹ These students must attain the level of Piano 100 for at least one semester.

Student Recitals Student recitals are held often. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts The Raleigh Concert Music Association and Friends of the College bring a number of orchestras and artists to Raleigh each season. Concerts given by the Raleigh Oratorio Society, the Chamber Music Guild, and other local organizations are also open to students. Members of the faculty of the Department of Music are active as recitalists; and students themselves provide a number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of musical performances as possible. All music majors are expected to attend at least eighty per cent of the many musical programs offered on the Meredith campus, in addition to all Thursday afternoon student recitals. This experience is considered by the faculty to be an integral part of applied music studies.

Theory

- 101, 102 ELEMENTARY THEORY. Introduction to the theory of music with emphasis upon the melodic, rhythmic, and harmonic structure of music and the development of musicianship. Prerequisite: Theory 101 before 102. Five class hours weekly. Credit, four hours each semester. Mr. Lamb.
- 221, 222 ADVANCED THEORY. A continuation of Theory 101 and 102. Review of harmonic practice followed by a study of modulations, seventh chords, chromatic alterations as exemplified in the works of major baroque, classic and romantic composers. Prerequisites: Theory 102 before 221 and 221 before 222. Five class hours weekly. Credit, four hours each semester. Mr. Lamb.
- 233 MUSIC FUNDAMENTALS. A study of pitch, scales, keys and key signatures, rhythm and time signatures, rhythmic reading and elementary chords and their functions. Melodic, harmonic and rhythmic dictation and basic keyboard harmony included. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 101. Credit, three hours. Miss Haeseler.

- 351, 352 COUNTERPOINT. Strict counterpoint in all five species and a study of the medieval modes. Prerequisites: Theory 222 before 351 and 351 before 352. Credit, two hours each semester.
- 491 COMPOSITION. Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 102. Credit, two hours. May be repeated for credit. Mr. Lamb.
- 494 ORCHESTRATION. A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 222. Credit, two hours. Mrs. Garriss.
- 495, 496 SERVICE PLAYING. Basic problems and techniques of playing for religious services of all denominations. Credit, one hour each semester. Mr. Lynch.

History and Literature

- 226 INTRODUCTION TO MUSIC. A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. Credit, three hours. Mrs. Kort.
- 231, 232 MUSIC LITERATURE. A continuation of the principles of learning and listening to music related to music history. Emphasis is placed on music of the twentieth century. Credit, one hour each semester. Mr. Lamb.
- 363, 364 HISTORY OF MUSICAL STYLES AND STRUCTURES. A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. Credit, four hours each semester. Mr. Lynch.
- 492 SEMINAR. Research in problems related to music literature, theory or performance, selected by individual students or by the class. Credit, two hours. Mr. Lynch.

Music Education

- Ed. 286 Mus. GRADED MATERIALS AND METHODS. Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening and creative activities to the child in grades K through 6, the course is presented through a sequence of re-

lated activities. Not open to students who have completed Ed. 385 Mus. Prerequisite: Music 233 or permission of the instructor. Credit, three hours. Miss Haeseler.

357, 358 TEACHING OF APPLIED MUSIC. Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching beginners each semester. Credit, two hours each semester. Staff.

365, 366 WIND AND PERCUSSION INSTRUMENTS. Techniques of playing and teaching important woodwind, brass and percussion instruments. Credit, two hours each semester. Miss Haeseler.

367, 368 STRING INSTRUMENTS. A practical study of string instruments with emphasis on the violin including teaching methods. Credit, two hours each semester. Mrs. Garriss.

Ed. 385 Mus. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6. Survey of the materials and methods for the presentation of singing, rhythmic, instrumental, creative and listening activities to the child in grades K through 6. Prerequisite: Theory 102. Credit, three hours. Miss Haeseler.

Ed. 386 Mus. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12. A study of the development characteristics of adolescents with special attention to boys' changing voices, the general music class including the unit method of study, rehearsal techniques, classroom management problems. Credit, three hours. Miss Haeseler.

497, 498 CONDUCTING AND CHORAL LITERATURE. Essentials in conducting including choral literature, rehearsal techniques and vocal arranging. Three class hours weekly. Credit, two hours each semester. Miss Haeseler.

Ensembles All music majors are required to participate in an ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. Credit for ensemble courses, however, may not exceed a total of four semester hours for Bachelor of Music candidates or two semester hours for Bachelor of Arts candidates.

Instrumental Ensemble Rehearsal and performance of works taken from the standard ensemble literature; open to all qualified students by arrangement with members of the music faculty. Credit, one hour each semester. Mrs. Garriss.

- Vocal Ensemble* Rehearsal and performance of literature covering material from Classical through Contemporary periods. Open only to qualified members of the Chorus, except by permission of the staff. Credit, one hour each semester. Miss Donley.
- Chorus* Two semesters required for all students majoring in music. Open to all students without audition. The Chorus as a whole, and groups selected from it, provide music for various College functions and give concerts on and off campus. Attendance at three one-hour rehearsals each week and at all performances required. Credit, one hour each semester. Mrs. Sullivan.
- Meredith Chorale* A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Attendance at three hours of rehearsal weekly and at all performances required. Credit, one hour each semester. Mrs. Sullivan.
- Piano Ensemble* Study of works for piano, four hands, or two pianos. Credit, one hour each semester. Staff.
- Orchestra* An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. Symphony orchestra experience is encouraged by participation by qualified students in the North Carolina State University Symphony and in the Duke University Symphony Orchestra. Credit, one hour each semester. Mrs. Garriss, coordinator.
- Accompanying* All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. The semester's work may be in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved should not exceed six hours per week, including both lesson and practice time (6 hours per week for one student preparing a recital, or 3 hours per week for each of two students preparing lessons and jury examinations). Credit, one hour each semester.
- Applied Music* A student in the department of music who wishes to take part in public programs should consult with her respective teachers and the chairman of the department in advance.
- Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's

credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

No student may take more than eight semester hours of applied music per semester. Work in applied music is adjusted to suit the needs of each individual, but in general follows the outlines below.

Piano Mr. Pratt, Mr. Clyburn, Mrs. Beyer, Mrs. Daugherty, Mrs. Ham, Mrs. Kort.

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters freshman piano.

- 00 PREPARATORY PIANO. A maximum of six semester hours of this work for credit permitted.
- 100 FRESHMAN PIANO. Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn in D major, Mozart F major (K. 332), and Beethoven Op. 14, No. 2; the easier Chopin *Preludes, Valses, Mazurkas, Nocturnes*; other classical, romantic, and contemporary composers.
- 200 SOPHOMORE PIANO. Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.
- 300 JUNIOR PIANO. Bach *Well-Tempered Clavier, Toccatas, Partitas*, etc.; Mozart and Beethoven *Sonatas*; Chopin *Etudes, Impromptus, Scherzi, Ballades*, etc.; other classical, romantic, impressionistic, and contemporary composers.
- 400 SENIOR PIANO. Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other

classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ Mr. Lynch, Miss Haeseler, Mrs. Humble, Mrs. Lynch.

- 100 FRESHMAN ORGAN. Manual and pedal technique. Bach *Orgelbuechlein*, *Eight Short Preludes and Fugues*, comparable works; Dupre *Seventy-Nine Chorales*; short pieces involving fundamentals of registration and use of expression pedals; hymn playing. Students beginning organ usually take two-thirds of their work in organ and one-third in piano.
- 200 SOPHOMORE ORGAN. Bach *Preludes and Fugues* of the first master period, *Chorale Preludes*, *Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.
- 300 JUNIOR ORGAN. Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.
- 400 SENIOR ORGAN. Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin Mrs. Garriss.

- 100 FRESHMAN VIOLIN. Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.
- 200 SOPHOMORE VIOLIN. Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.
- 300 JUNIOR VIOLIN. Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.
- 400 SENIOR VIOLIN. Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

*Orchestral
Instruments*

Courses in instruments other than those listed above are in some cases available upon request, when qualified instruction is available by members of the departmental faculty. Under the inter-institutional cooperation plan, lessons in instruments such as flute, trumpet, and clarinet are available at North Carolina State University. Credit is given on the same basis as other applied music.

Voice Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Schlageter

- 00 PREPARATORY VOICE. A maximum of six semester hours of this work for credit permitted.
- 100 FRESHMAN VOICE. Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.
- 200 SOPHOMORE VOICE. Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.
- 300 JUNIOR VOICE. More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.
- 400 SENIOR VOICE. Technical work continued, stressing flexibility. Total repertory should include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65. Courses are also available in music through the Cooperating Raleigh Colleges.

Psychology

Gloria H. Blanton, *Associate Professor, Chairman*

Marie Mason, *Associate Professor*

James E. Bengel, *Visiting Lecturer, N. C. State University*

Julian A. Powell, *Instructor*

Psychology 221 is a prerequisite for all other courses.

Requirements for a Major A minimum of 24 semester hours including 221, 222 and 378 or their equivalents and one course taught as a seminar.

- 221, 221S GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior including such topics as growth and development, motivation, emotion, learning and thinking, and individuality and personality. Credit, three hours.
- 222 EXPERIMENTAL PSYCHOLOGY. An introduction to the literature and techniques of experimental psychology including such areas as sensory processes, perception, conditioning and problem solving. Quantitative treatment of data. Each student designs and conducts an experiment. Two lectures and one two-hour laboratory. Credit, three hours.
- 231, 231S EDUCATIONAL PSYCHOLOGY. See Education 231 for description.
- 232 MENTAL HEALTH. Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. Credit, three hours.
- 332 HUMAN GROWTH AND DEVELOPMENT. See Education 332 for description. A student may receive psychology credit for this course or 347 but not for both.
- 347 CHILD PSYCHOLOGY. See Education 347 for description. A student may receive psychology credit for this course or 332 but not for both.
- 351 BEHAVIOR DISORDERS. A study of major forms of behavior pathology including neuroses, psychoses, character disorders, alcoholism and drug addiction. Credit, three hours.

- 355 SOCIAL PSYCHOLOGY. The interaction of the individual and society. Topics include development and change of attitudes, interpersonal relationships, leadership and group dynamics. (Offered in even-numbered years only.) Credit, three hours.
- 358 THEORIES OF PERSONALITY. A seminar in major contemporary theories of personality. Theories are evaluated in light of research findings. Credit, three hours.
- 378 INTRODUCTION TO RESEARCH. See Sociology 378 for description.
- 456, 456F MEASURING AND GUIDING ADOLESCENT BEHAVIOR. See Education 456 for description.

Students who wish individual study in history and systems of psychology or a combination of individual study and supervised field learning in an agency offering psychological services should consult with the departmental chairman and arrange for it through the Special Study options listed on page 65.

Religion and Philosophy

Roger H. Crook, *Professor, Chairman*
 Ralph E. McLain, *Professor*
 Bernard H. Cochran, *Associate Professor*
 Harold E. Littleton, Jr., *Assistant Professor*
 John Colin Harris, *Instructor*
 John B. Hiott, *Instructor*

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

Requirements for a Major in Religion

Twenty-four hours, including Religion 387.

- 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS. A study of the central meaning of the Bible. Credit, six hours. Staff.
- 121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY. A study of the making and the preservation of the Bible; the litera-

ture and history of the Hebrews; the ministry of Jesus; and the early church. Credit, three hours. Staff.

- 247 WORLD-WIDE CHRISTIANITY. The world mission of the Christian religion as it confronts the modern scientific age. Credit, three hours. Mr. McLain.
- 248 THE RELIGIONS OF MANKIND. A survey and analysis of the great religions of the world in their inter-relationships, with an effort to understand what would be an adequate religion for modern man. Credit, three hours. Mr. McLain.
- 255 THEOLOGY AND CONTEMPORARY LITERATURE. A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined include Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours. Mr. Cochran.
- 265 THE PROPHETIC ELEMENT IN RELIGION. A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours. Mr. Crook.
- 266 PAULINE LITERATURE. The development of early Christian life and thought as found in the work and writings of Paul. Credit, three hours. Mr. Crook.
- 270 CHRISTIAN ETHICS. The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. Credit, three hours. Mr. Crook.
- 331 SOCIOLOGY OF RELIGION. Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Credit, three hours. Mr. Crook and Miss Syron.
- 351 LEADERSHIP IN RELIGIOUS EDUCATION. The principles and techniques of Christian leadership. Credit, three hours. Mr. McLain.
- 361 HISTORY OF CHRISTIANITY. An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. Credit, three hours. Mr. Cochran.

- 364 RELIGION IN AMERICA. A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined. Credit, three hours. Mr. Cochran.
- 369 FOUNDATIONS OF CHRISTIAN THOUGHT. An introduction to Christian beliefs which explores such issues as the problem of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings include works by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. Credit, three hours. Mr. Cochran.
- 372 PSYCHOLOGY OF RELIGION. A study of the results of psychological analysis of religious experiences. Credit, three hours. Mr. McLain.
- 380 RELIGION IN CONTEMPORARY SOCIETY. A study of the interplay of religion and social, economic, and political changes. Credit, three hours. Mr. Crook.
- 387 SEMINAR. Open to seniors who have had a minimum of twelve hours in Religion. Required of majors. Credit, three hours. Staff.

Philosophy

- 223 INTRODUCTION TO PHILOSOPHY. A student-developed course. The method differs from year to year. Lectures, discussions, student reports on materials chosen by the reporters. Credit, three hours. Mr. Littleton.
- 352 HISTORY OF PHILOSOPHY. An introductory survey of the development of philosophical thought. Credit, three hours. Mr. Littleton.

Students who wish community internships or advanced study or research in Religion and Philosophy should consult with the department chairman and arrange for it through the Special Study options listed on page 65.

Sociology and Geography

Leslie W. Syron, *Professor, Chairman*

Vergean R. Birkin, *Assistant Professor*

Charles R. Tucker, *Assistant Professor*

Ida J. Cook, *Instructor*

Phyllis M. Tyler, *Instructor*

Robert David Mustian, *Visiting Lecturer, N. C. State University*

Sociology

Either Sociology 221 or Sociology 271 is required as a prerequisite for all other courses in sociology. Prerequisites may be waived in exceptional cases.

Requirements for a Major in Sociology

Twenty-four hours in sociology including 221, 222, 499, or their equivalents, and one course taught as a seminar.

Social Wel- fare Program

A student who wishes to complete the social welfare sequence should file a declaration of intent at the end of her freshman year. She will confer with a designated member of the department to outline a plan for completing the specified content with requirements and options. Upon graduation she will be awarded a certificate stating that she has completed all requirements for the social welfare sequence. At her request, the fact will be noted on her official transcript. The following courses in sociology must be completed: 222, 363, 374, 397, and 400. Eighteen hours, according to individual advising, must be completed in the following fields, Economics, Political Science, Psychology, with a minimum of three hours in each.

221, 221S

PRINCIPLES OF SOCIOLOGY. A general introduction to the field of sociology and to methods used in sociological research. Credit, three hours. Staff.

222F, 222

SOCIAL PROBLEMS. An analysis of selected major problems in contemporary society both from the point of view of the sociologist and of the social worker; individual projects to give experience in simple research techniques. Credit, three hours. Staff.

- 271 CULTURAL ANTHROPOLOGY. An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Credit, three hours. Miss Syron.
- 331 SOCIOLOGY OF RELIGION. See Sociology 331. Credit, three hours. Mr. Crook and Miss Syron.
- 351 AMERICAN MINORITY PEOPLES. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. Credit, three hours. Mr. Tucker.
- 352 CRIMINOLOGY. An analysis of the nature and extent of criminal behavior; current practices in crime control. Credit, three hours. Mr. Tucker.
- 363 THE COMMUNITY. A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. Credit, three hours. Mr. Tucker.
- 364 CONTEMPORARY SOCIETY. A seminar directed toward sociological analysis of social change in the southeastern states or other selected regions. Credit, three hours. Miss Syron.
- 372 COMPARATIVE CULTURES. An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. Credit, three hours. Miss Syron.
- 374F, 374 THE FAMILY. A study of the origin and structure of the family and its function as the basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Credit, three hours. Mr. Tucker.
- 378 INTRODUCTION TO RESEARCH. An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. Credit, three hours. Mrs. Cook.
- 397, 397S SOCIAL WELFARE AS A SOCIAL INSTITUTION. The development of an understanding of the concept of social welfare in American society and an overview of the historical development of social welfare institutions. In the second half of the semester,

social work, one of the professions in social welfare, is examined. Credit, three hours. Mrs. Tyler.

- 400F, 400 SOCIAL WELFARE SEMINAR WITH FIELD EXPERIENCE. A field experience in a social welfare agency and a seminar in social work practice which emphasizes the role of the professional social worker in the agency and the skills and methods used in social work. Prerequisite: Sociology 397. Credit, three hours. Mrs. Tyler.
- 499 or 499S INTRODUCTION TO SOCIAL THEORY. A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Credit, three hours. Mrs. Cook.

Geography

- 201 or 201S ELEMENTS OF PHYSICAL GEOGRAPHY. An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Credit, three hours. Mr. Birkin.
- 202 WORLD REGIONAL GEOGRAPHY. A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or permission of the departments concerned. Credit, three hours. Mr. Birkin.
- 231 CONSERVATION OF NATURAL RESOURCES. An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever-growing problem of preservation for future generations. Credit, three hours. Mr. Birkin.
- 362 POLITICAL GEOGRAPHY. A study of the State as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, inter-state relations, foreign trade, colonies, and international organizations in their relation to the State. A systematic approach, with case studies. Credit, three hours. Mr. Birkin.

Students who wish special study or research in Sociology or Geography should consult the chairman of the department and arrange for it through the Special Study options listed on page 65.



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* Honorary

Alumnae Association

- Officers*
1971-72 Eula Hodges Boatright, 1928, Richmond, Va., *President*
Edith Stephenson Simpson, 1948, Raleigh, N. C., *Past-President*
Betty Rose Prevatte Wall, 1944, Raleigh, N. C., *Vice President*
French Haynes, 1919, Clyde, N. C., *Vice-President*, Asheville
Division
Laura Frances Peck Young, 1945, Norwood, N. C., *Vice-
President*, Charlotte Division
Marion Fiske Welch, 1929, Moyock, N. C., *Vice-President*,
Elizabeth City Division
Anne McRackan Revels, 1951, Lumberton, N. C., *Vice-Presi-
dent*, Fayetteville Division
Mary Jon Gerald Roach, 1956, Greensboro, N. C., *Vice-Presi-
dent*, Greensboro Division
Mary Catherine Cole Metters, 1957, Jacksonville, N. C., *Vice-
President*, Wilmington Division
Evelyn Crutchfield Garrison, 1935, Winston-Salem, N. C.,
Vice-President, Winston-Salem Division
June Patterson Stallings, 1947, Raleigh, N. C., *Recording
Secretary*
Joyce McIntyre Rudisill, 1942, Charlotte, N. C., *Alumna-at-
Large*
Nelda Ferguson Staton, 1945, Atlanta, Ga., *Alumna-at-Large*
Carolyn Covington Robinson, 1950, Raleigh, N. C., *Director of
Alumnae Affairs*



Faculty 1971-72

- | | |
|---|--|
| <p>Helena W. Allen
<i>Assistant Professor of
Physical Education</i></p> | <p>B.S., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill.
(1952).</p> |
| <p>Audrey R. Allred
<i>Assistant Professor
of Education</i></p> | <p>A.B., Meredith College; M.Ed., University of North
Carolina at Chapel Hill. (1970).</p> |
| <p>Janie S. Archer
<i>Instructor in Health and
Physical Education</i></p> | <p>B.S., M.Ed., University of North Carolina at Greens-
boro. (1967).</p> |
| <p>Joe Baker
<i>Vice-President for
Business and Finance</i></p> | <p>A.B., Mississippi College. (1966).</p> |
| <p>Linda S. Bamford
<i>Instructor in
Speech and Theater</i></p> | <p>A.B., St. Mary-of-the-Woods College; A.M., Univer-
sity of North Carolina at Chapel Hill. (1970).</p> |
| <p>Jacqueline B. Beza
<i>Instructor in
Foreign Languages</i></p> | <p>A.B., A.M., University of North Carolina at Chapel Hill.
(1964).</p> |
| <p>Vergean R. Birkin
<i>Assistant Professor
of Geography</i></p> | <p>A.B., A.M., University of Colorado; Graduate Study,
University of North Carolina at Chapel Hill. (1963).</p> |
| <p>Gloria H. Blanton
<i>Associate Professor
of Psychology</i></p> | <p>A.B., Wake Forest University; A.M., Columbia Uni-
versity; Ph.D., University of North Carolina at Chapel
Hill. (1967).</p> |
| <p>Martha L. Bouknight
<i>Instructor
in Mathematics</i></p> | <p>A.B., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill;
Graduate Study, University of South Carolina, Wake
Forest University. (1966).</p> |

- Elizabeth W. Brewer
Instructor in English A.B., Meredith College; A.M., North Carolina State University. (1971).
- Clara R. Bunn
Assistant Professor of Biology A.B., Meredith College; M.S., Ph.D., North Carolina State University. (1969).
- Craven Allen Burris
Vice-President and Dean of the College, Professor of History A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University. (1969).
- Marie W. Capel
Director of Placement and Vocational Guidance A.B., George Washington University; M.Ed., North Carolina State University. (1971).
- James L. Clyburn
Assistant Professor of Music A.B., Elon College; M.S., Juilliard School of Music. (1958).
- Bernard H. Cochran
Associate Professor of Religion A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University. Post-Doctoral Research, Yale University. (1960).
- Roger H. Crook
Professor of Religion A.B., Wake Forest University; Th.M., Th.D., Southern Baptist Theological Seminary; Post-Doctoral Research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill. (1949).
- Helen P. Daniell
Assistant Professor of Foreign Languages A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill. (1968).
- Charles A. Davis
Associate Professor of Mathematics B.S., M.A.M., Ph.D., North Carolina State University. (1967).
- Beatrice Donley
Associate Professor of Music B.M. (Voice), B.M. (Public School Music), West Virginia University; Voice with Horatio Connell, Juilliard School of Music; Voice with Adelaide Gescheidt, New York. (1942).

- | | |
|--|--|
| <p>Harry K. Dorsett
<i>Associate Professor
of Education</i></p> | <p>A.B., Wake Forest University; A.M., Columbia University; Graduate Study, George Peabody College for Teachers. (1941).</p> |
| <p>James H. Eads, Jr.
<i>Assistant Professor
of Biology</i></p> | <p>A.B., University of Kansas; M.S., University of Alabama; Graduate Study, University of Alabama. (1958).</p> |
| <p>Mildred W. Everette
<i>Instructor in English</i></p> | <p>A.B., Atlantic Christian; A.M., North Carolina State University; Graduate Study, University of North Carolina at Chapel Hill. (1969).</p> |
| <p>Robert G. Fracker
<i>Assistant Professor
of Education</i></p> | <p>B.S., East Tennessee State College; A.M., Appalachian State University; Graduate Study, Duke University. (1962).</p> |
| <p>Lois Frazier
<i>Professor of Business
and Economics</i></p> | <p>B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University. (1954).</p> |
| <p>Kay A. Friedrich
<i>Instructor in
Home Economics</i></p> | <p>B.S., Graduate Study, Michigan State University. (1967).</p> |
| <p>Lenore M. Gardner
<i>Reference
Librarian</i></p> | <p>A.B., Sterling College; M.L.S., George Peabody College. (1971).</p> |
| <p>Phyllis W. Garriss
<i>Assistant Professor
of Music</i></p> | <p>A.B., B.M., Hastings College; M.Mus., Eastman School of Music. (1951).</p> |
| <p>Rosalie P. Gates
<i>Associate Professor
of History</i></p> | <p>A.B., A.M., Ph.D., Duke University. (1965).</p> |
| <p>Jane Greene
<i>Acting Head
Librarian</i></p> | <p>A.B., Meredith College, A.B. in L.S., Emory University; A.M., Columbia University. (1945).</p> |

- Carolyn B. Grubbs *Instructor in History* A.B., Meredith College; M.A.T., Duke University; Graduate Study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill. (1963).
- Frank L. Grubbs *Associate Professor of History* A.B., Lynchburg College; A.M., Ph.D., University of Virginia; Post-Doctoral Research, University of North Carolina at Chapel Hill. (1963).
- Isabelle Haeseler *Assistant Professor of Music* B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; Graduate Study, Colorado Seminary, University of North Carolina at Chapel Hill. (1956).
- John B. Hiott *Registrar* A.B., Baylor University; B.D., New Orleans Baptist Theological Seminary. (1968).
- Sally M. Horner *Assistant Professor of Chemistry* B.S., Ph.D., University of North Carolina at Chapel Hill. (1965, 1967).
- Luther M. Huggins *Director of Equitation* A.A., Presbyterian Junior College (1969).
- Mary Bland Josey *Director of Admissions* A.B., Meredith College; Graduate Study, University of Tennessee, University of Reading, England. (1953).
- John T. Kanipe, Jr. *Vice-President for Institutional Advancement* B.S., M.Ed., North Carolina State University. (1968).
- Ione Kemp Knight *Associate Professor of English* A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill. (1956).
- James B. Lamb *Instructor in Music* B.M., M.M., Sam Houston State University. (1970).
- William R. Ledford *Assistant Professor of Foreign Languages* A.B., Berea College; A.M., State University of Iowa; Graduate Study, Middlebury College, University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. (1957).

- Sarah M. Lemmon B.S., Madison College; A.M., Columbia University;
Professor of History Ph.D., University of North Carolina at Chapel Hill.
 (1947).
- Harold E. Littleton, Jr. B.S., Clemson University; B.D., Southern Baptist Theo-
Assistant Professor logical Seminary; M.A., Vanderbilt University. Ph.D.
of Religion Candidate, Vanderbilt University. (1968).
- W. David Lynch B.M., Oberlin College; M.M., D.M.A., Performer's
Associate Professor Certificate, Eastman School of Music; Akademie
of Music "Mozarteum," Salzburg, Austria; Andre Marchal, Paris.
 Isolde Ahlgrimm, Arthur Poister, Robert Noehren.
 (1969).
- Dorothy F. McCombs A.B., Meredith College; M.S. in L.S.; University of
Assistant Librarian North Carolina at Chapel Hill. (1961-October, 1971).
- Ralph E. McLain A.B., Muskingum College; Th.M., Ph.D., Southern Bap-
Professor of Religion tist Theological Seminary; Post-Doctoral Research,
 Columbia University, University of Chicago, Mansfield
 College of Oxford University. (1945).
- Mildred Mallette A.B., Bennett College; M.S.L.S., North Carolina Cen-
Assistant Librarian tral University. (1971).
- Marie Mason A.A., Campbell College; A.B., Meredith College; A.M.,
Dean of Students Ph.D., University of Kentucky. (1969).
Associate Professor
of Psychology
- Jay D. Massey B.S., University of North Carolina at Greensboro; A.M.,
Assistant Professor of New York University. (1957).
Health and Physical
Education
- Ruby T. Miller B.S., Appalachian State University; M.S., University of
Assistant Professor of Tennessee; Graduate Study, University of North Caro-
Home Economics lina at Greensboro, North Carolina State University.
 (1969).
- Thomas C. Parramore A.B., A.M., Ph.D., University of North Carolina at
Assistant Professor Chapel Hill. (1962).
of History

- Leishman A. Peacock A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; Graduate Study, Columbia University. (1948).
Professor of English
- Ann B. Peaden A.B., B.S., East Carolina University; A.M., Middlebury College. (1968).
*Instructor in
Foreign Languages*
- Gene A. Phillips A.B., Baylor University; B.D., Southern Seminary; Graduate Study, North Carolina State University. (1971).
College Minister
- Stuart Pratt A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; Two years in Berlin; Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri. (1942).
Professor of Music
- Dorothy K. Preston A.B., Meredith College; A.M., Columbia University; Ph.D. Candidate, North Carolina State University. (1961).
*Assistant Professor
of Mathematics*
- David R. Reveley A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia. (1955).
Professor of Education
- Carolyn C. Robinson A.B., Meredith College. (1958).
*Director of Alumnae
Affairs*
- Norma Rose A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University. (1937).
Professor of English
- Nona Joan Short A.B., University of Mississippi; A.M., University of Wisconsin; Graduate Study, University of Munich. (1966).
*Instuctor in
Foreign Languages*
- Evelyn P. Simmons B.S., Georgia State College for Women; M.S., University of Tennessee; Graduate Study, University of Florida, Duke University, University of North Carolina at Chapel Hill. (1962).
*Assistant Professor
of Economics*
- Donald R. Songer A.B., A.M., University of Florida; Graduate Study, University of North Carolina at Chapel Hill. (1970).
*Instructor in
Political Science*

- LaRose F. Spooner A.B., Tift College; M.A.T., Duke University. (1967).
Instructor
in Mathematics
- Marilyn M. Stuber B.S., M.S., University of Nebraska; Graduate Study,
Assistant Professor North Carolina State University. (1965).
of Home Economics
- Jane W. Sullivan A.B., B.Mus., Meredith College; Graduate Study, Uni-
Instructor in Music versity of North Carolina at Chapel Hill. (1966).
- Leslie W. Syron A.B., Mary Baldwin College; A.M., Ph.D., University
Professor of Sociology of North Carolina at Chapel Hill; Post-Doctoral Study,
 London School of Economics and Political Science.
 (1945).
- Olive D. Taylor B.S., Western Carolina University; M.Ed., University
Instructor in of North Carolina at Chapel Hill; Graduate Study,
Mathematics Western Carolina University. (1970).
- Jean M. Teague A.A., Gardner-Webb College; A.B., Wake Forest Uni-
Director of versity; Graduate Study, Duke University, Southeastern
Student Activities Seminary, Appalachian State University. (1971).
- Charles R. Tucker A.B., Delta State College; B.D., Th.M., Th.D., Southern
Assistant Professor Baptist Theological Seminary; M.A.C.T., University of
of Sociology North Carolina at Chapel Hill. (1966).
- Phyllis M. Tyler B.S., University of Minnesota; M.S.W., University of
Instructor in North Carolina at Chapel Hill; Academy of Certified
Sociology Social Workers. (1971).
- John E. Weems B.S., A.M., Ed.D., George Peabody College. (January,
President 1972).
- Leonard White A.B., A.M., University of North Carolina at Chapel Hill.
Associate Professor (1964).
of Art
- John A. Yarbrough A.B., Oklahoma Baptist University; M.S., University
Professor of Biology of Oklahoma; Ph.D., State University of Iowa; Graduate
 Study, Northwestern University. (1943).

Mary Yarbrough
*Professor of Chemistry
and Physics*

A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University. (1928).

Part-Time Faculty Members 1971-72

Terry A. Babb
*Instructor in
English*

A.B., Catawba College; M.Ed., East Carolina University; M.A., University of North Carolina at Chapel Hill; Enrolled in Ph.D. Program at Duke University. (1971).

Martha C. Bankston
*Visiting Lecturer in
Home Economics*

B.S., University of Southern Mississippi; M.S., Mississippi State College for Women. (1971).

James E. Bengel
*Visiting Lecturer
in Psychology*

B.S., M.S., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill. (1971).

Rennie Peacock Beyer
*Instructor in
Music*

B.M., M.M., University of North Carolina at Greensboro. (1971).

Ida J. Cook
Instructor in Sociology

A.B., University of Florida; M.S., Florida State University. (1970).

Alice W. Daugherty
*Instructor in
Music*

B.M., Lawrence College; Additional Study, Juilliard School of Music. (1971).

Betty Jo Farrington
Instructor in Music

A.B., Meredith College. (1969).

Francis M. Faulkner, III
*Instructor in
Art*

B.F.A., University of North Carolina at Chapel Hill; Graduate Study, University of North Carolina at Chapel Hill. (1971).

Hamilton W. Fish
*Instructor in
Mathematics*

B.S., United States Military Academy; M.S., Harvard University; Master of Teaching Mathematics, North Carolina State University. (1971).

- Katalin Y. Galligan A.B., Veres Palne, Hungary; A.M., Indiana University;
Assistant Professor of Ph.D., University of North Carolina at Chapel Hill.
Foreign Languages (1969).
- Dorothy Gilmore B.S., State University of New York at New Paltz;
Instructor in Eastman School of Music. (1971).
Music
- Vicki Ham B. M., Salem College; M.M., University of Illinois.
Instructor in Music (1970).
- John Colin Harris A.B., Mercer University; B.D., Southeastern Baptist
Instructor in Religion Theological Seminary; Enrolled in Ph.D. program at
Duke University. (1970).
- Anne Hill B.F.A., University of North Carolina at Greensboro;
Instructor in M.S., Columbia University. (1971).
Art
- Patricia C. Howe A.B., College of William and Mary; A.M., University
Visiting Lecturer in of Hawaii. (1971).
History
- Barbara Ann Humble A.A., Mars Hill College; B.M., Stetson University;
Instructor in Music B.C.M., M.C.M., Southern Baptist Theological Semi-
nary. (1970).
- Robert T. Ivey A.B., A.M., University of North Carolina at Chapel
Instructor in Hill; Graduate Study, University of North Carolina at
Foreign Languages Chapel Hill; La Sorsonne-certificat de langue. (1971).
- Helen H. Jones A.B., A.M., University of North Carolina at Greens-
Instructor in English boro. (1969).
- Jane G. Kanipe A.B., Meredith College; M.S. in Mathematics Educa-
Instructor in tion, North Carolina State University. (1971).
Mathematics
- Ellen Leinwand Kort B.A., State University of New York at Binghamton;
Instructor in M.M., University of North Carolina at Chapel Hill.
Music (1971).

- Marilyn S. Lynch B.M., Syracuse University; A.M., Eastman School of
Instructor in Music. (1971).
Music
- Henrietta S. McBee B.S., Simmons College; M.Ed., Wheelock College;
Instructor in A.M., Syracuse University; Enrolled in Ph.D. Program,
Art University of North Carolina at Chapel Hill. (1971).
- Robert W. Morgan A.B., B.D., A.M., Duke University. (1967).
Instructor in
Foreign Languages
- Robert David Mustian B.S., North Carolina State University; M.S., North
Visiting Lecturer Carolina State University; Ph.D., Florida State Uni-
in Sociology versity. (1971)
- Sally P. O'Connor B.S., Cornell University; M.S., Pennsylvania State Uni-
Instructor in versity; Graduate Study, University of Delaware.
Home Economics (1971).
- J. Anthony Powell B.S., Campbell College; Graduate Study, East Carolina
Instructor in University, North Carolina State University. (1972).
Psychology
- Donald R. Roberts A.B., Baylor University; A.M., University of Con-
Visiting Lecturer necticut. (1971).
in History
- Nancy C. Sasnett B.S., Pfeiffer College; M.Ed., University of North Caro-
Instructor in lina at Greensboro. (1971).
Business
- Judith J. Sawtelle B.F.A., University of Massachusetts; A.M., University
Instructor in of North Carolina at Chapel Hill. (1971).
Art
- Barbara E. Schlageter B.M., M.M., New England Conservatory of Music;
Instructor in Certificate, Conservatoire Americain, Fontainebleu.
Music (1971).
- Edith S. Stevens A.B., Marshall University; A.M., Columbia University;
Instructor in M.Ed., University of North Carolina at Chapel Hill.
Foreign Languages (1969).

- | | |
|--|---|
| Frances W. Stevens
<i>Instructor in
Physical Education</i> | A.B., Mary Washington College; A.M., New York University. (1961). |
| Frances M. Vandiver
<i>Instructor in
Physical Education</i> | A.A., St. Petersburg College; B.S., University of Florida; M.S., University of North Carolina at Greensboro. (1971). |
| Calvin Wong
<i>Instructor in
Art</i> | A.B., New York City College; M.A., University of Kansas; Graduate Study, University of Louisville, University of North Carolina at Chapel Hill. (1972). |

Faculty Emeriti

1971-72

- | | |
|---|---|
| Hazel Baity
<i>Librarian</i> | A.B., Meredith College; A.B. in L.S., University of North Carolina. (1941). |
| Ellen Dozier Brewer
<i>Professor of
Home Economics</i> | A.B., Meredith College; B.S., A.M., Columbia University. |
| Lila Bell
<i>Associate Professor
of Education</i> | A.B., University of North Carolina at Greensboro; M.Ed., Duke University; Graduate Study, Columbia University, University of North Carolina at Chapel Hill. (1941). |
| Carlyle Campbell
<i>President</i> | A.B., A.M., Wake Forest College; LL.D., University of South Carolina, Wake Forest College, Graduate Study, Columbia University. |
| Ernest F. Canaday
<i>Professor
of Mathematics</i> | A.B., William Jewell College; A.M., Missouri University; Ph.D., Duke University. |
| Harry E. Cooper
<i>Professor of
Music</i> | A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow American Guild of Organists; Guy Weitz, London. (1937). |

Louise E. Fleming A.B., Meredith College; A.M., Columbia University;
Dean of Students Graduate Study, Union Theological Seminary, University of Chicago Divinity School. (1950).

L. E. M. Freeman A.B., Furman University; A.M., Harvard University;
Professor of Religion B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.

Mae F. Grimmer A.B., Meredith College.
Director of Alumnae Affairs

Mary Lynch Johnson A.B., Meredith College; A.M., Columbia University;
Professor of English Ph.D., Cornell University; L.H.D., Wake Forest University.

Ira O. Jones Ph.B., University of Chicago; A.M., Ph.D., University
Assistant Professor of Sociology of Nebraska.

Margaret C. Martin A.B., Meredith College; A.M., Columbia University;
Director of Alumnae Affairs (1953, 1964).

Ethel Tilley A.B., Ohio Wesleyan University; A.M., Ph.D., Boston
Professor of Psychology University.

B. Y. Tyner A.B., Buie's Creek Academy; A.M., Wake Forest College;
Professor of Education Graduate Study, George Peabody College.



Administration

- John E. Weems (January, 1972), Ed.D., *President*
Carlyle Campbell (1939-1966), A.M., LL.D., *President Emeritus*
Craven Allen Burris (1969), Ph.D., *Vice-President and Dean of the College; Acting President*, September, 1971-December, 1971.
Joe Baker (1966), A.B., *Vice-President for Business and Finance*
John T. Kanipe, Jr. (1968), M.Ed., *Vice-President for Institutional Advancement*
Marie Mason (1969), Ph.D., *Dean of Students*
John B. Hiott (1968), B.D., *Registrar and Assistant to the Vice-President and Dean of the College*
Mary Bland Josey (1953), A.B., *Director of Admissions*
Gene A. Phillips (1971), B.D., *College Minister*

Office of the President

- John E. Weems (January, 1972), Ed.D., *President*
Lois S. Renfrow (1953), *Administrative Secretary to the President*
Gayle A. Pratt (1967), *Secretary to the President*

Academics

- Office of the Vice-President and Dean of the College* Craven Allen Burris (1969), Ph.D., *Vice-President and Dean of the College*
Pat B. Lyles (1970), *Secretary to the Vice-President and Dean of the College*

Office of the Registrar John B. Hiott (1968), B.D., *Registrar and Assistant to the Vice-President and Dean of the College*
Sue R. Todd (1968), A.B., *Records Secretary*
Charlotte Hoppe (1971), A.B., *Secretary to the Registrar*

Library Jane Greene (1945), A.M., *Acting Head Librarian*
 Dorothy F. McCombs (1961-October, 1971), M.S. in L.S.,
Assistant Librarian
 Mildred Mallette (1971), M.S. in L.S., *Assistant Librarian*
 Lenore M. Gardner (1971), M.L.S., *Reference Librarian*
 Dorothy Quick (1970), B.S., *Circulation Librarian*
 Josephine Chapman (1970), *Clerical Assistant*
 Ruth Wilson (1971), *Clerical Assistant*

Business and Finance

Business Office Joe Baker (1966), A.B., *Vice-President for Business and Finance*
 Charles Maynard, Jr. (1971), *Chief Accountant*
 Virginia Scarboro (1961), A.A., *Secretary to the Vice-President for Business and Finance*
 Gloria Creech (1971), *Cashier-Payroll*
 Janie E. Redmond (May, 1971-October, 1971), *Accounting Clerk*
 Virginia H. Bagby (January, 1972), A.B., *Bookkeeper*
 Anita W. Berry (1971), *Secretary*
 Deanna S. Podell (1969), *Bookkeeper*

Equitation Luther M. Huggins, A.A., *Director*. (1969)

College Store Dru M. Hinsley (1953), A.B., *Manager*
 Ruth L. Gower (1959), *Assistant*
 Rebecca Tucker (1968), *Assistant*
 Jean Schulenburg (1969), *Assistant*

Central Services Betty Sue Johnson (1964)

Food Services Hoyt Taylor (1969), *Manager*

Dormitories Frances E. Thorne (1961), *House Director*
 Mary Elizabeth Benson (1971), *Assistant House Director*
 Mary W. Liles (1960), *Laundry Supervisor*

Buildings and Grounds Harry Simmons (1949), *Superintendent*

Switchboard Linda Harrison (1970), *Operator*

Student Personnel

- Office of the Dean of Students* Marie Mason (1969), Ph.D., *Dean of Students*
Marie Capel (1971), M.Ed., *Director of Placement and Vocational Guidance*
Jean Teague (1971), A.B., M.A. Candidate, *Director of Student Activities*
Alma James (1970), B.R.E., *Resident Advisor*
Mabeleigh Cooper (1970), *Resident Advisor*
Betty Jean Yeager (1948), A.B., *Secretary to the Dean of Students*

Admissions

- Admissions Office* Mary Bland Josey (1953), A.B., *Director*
Sue E. Kearney (1966), A.B., A.M., *Assistant Director*
Shera Jackson (1969), A.B., *Admissions Counselor*
Jane Alligood (1971), A.B., *Admissions Counselor*
Audrey Gardner (1969), *Financial Aid Assistant*
Lucille J. Thatcher (1970), A.M., *Secretary*
Melisse P. Field (1971), *Secretary*
- Religious Activities* Gene A. Phillips (1971), B.D., *College Minister*
Edward H. Pruden (1970), B.A., Th.M., Ph.D., D.D., *Pastor-in-Residence*
- Health Services* Earl Parker (1970), M.D., *College Physician*
Lela Harris (1971), R.N., *Nurse*
Jean C. Merritt (1970), L.P.N., *Nurse*
Marie Mason (1969), R.N., *Nurse*

Institutional Advancement

- Office of Development* John T. Kanipe, Jr. (1968), M.Ed., *Vice-President for Institutional Advancement*
Katherine W. Kimbrell (January, 1972), *Secretary to the Vice-President for Institutional Advancement*
Margaret T. Lambeth (August, 1971-December, 1971), *Secretary to the Vice-President for Institutional Advancement*
Margaret D. Hatfield (1969), *Records Secretary*

Estate Planning Paul E. Holcomb (1971), B.S., J.D., *Director of Estate Planning and Assistant to the Vice-President for Institutional Advancement*
Anne C. Parker (1969), *Secretary to the Director of Estate Planning*

Alumnae Office Carolyn C. Robinson (1958), A.B., *Director of Alumnae Affairs*
Evelyn R. Posey (1962), *Assistant*
Doris T. Wall (1971), *Secretary*

Information Services W. L. Norton, Jr. (1970), A.B., *Director of Information Services*
Catherine F. Thomson (1971), A.B., *Secretary to the Director of Information Services*



Degrees Conferred in 1971

<i>Bachelor of Arts</i>	Adams, Grace Regina.....	Fayetteville
	Aitken, Nancy Jones.....	Raleigh
	Allen, Peggy Jo, <i>Magna Cum Laude</i>	Carthage
	Alligood, Frances Elizabeth.....	Washington
	Alligood, Margaret Jane.....	Washington
	Anderson, Catherine Marie, <i>Cum Laude</i>	High Point
	Ausbon, Nancy Best.....	Hobgood
	Austin, Linda Kathleen.....	Hickory
	Baker, Shirley Staples, <i>Magna Cum Laude</i>	Moyock
	Baldwin, Constance Leigh Evans.....	Whiteville
	Ball, Linda Kay.....	Newport News, Va.
	Ballard, Marilyn Joyce.....	Fuquay-Varina
	Ballou, Julie Iona.....	Beaufort
	Barker, Ruth Henderson.....	New Bern
	Barrett, Carolyn, <i>Cum Laude</i>	Lincolnton
	Barwick, Corinne Blaylock.....	New Bern
	Bell, Janet Caroline.....	Raleigh
	Bennett, Elena Jeanne.....	Winston-Salem
	Bess, Mary Ann, <i>Cum Laude</i>	Cherryville
	Blanton, Rose Newbern.....	Atkinson
	Bloxom, Anne Gladding.....	Richmond, Va.
	Bogguss, Mary Lynne.....	Charlotte
	Bowling, Becky Roebuck.....	Williamston
	Boyer, Linda Larkin.....	Washington
	Brown, Rebecca Wall.....	Raleigh
	Bryan, Dorothy Anne, <i>Magna Cum Laude</i>	LaGrange
	Burnette, Ruth Carol Walton.....	Raleigh
	Burrows, Karen Sue.....	Beaufort
	Caddell, Alexis Carol.....	Carthage
	Callis, Ruth-Ann Lovell, <i>Cum Laude</i>	Raleigh
	Calvert, Christine Adele Barker.....	Richmond, Va.
	Carpenter, Martha Millard.....	Tarboro
	Carter, Bonnie Bell.....	Roanoke Rapids
	Chandler, Karyn Parker.....	Asheboro
	Chestnutt, Barbara Ann.....	Warsaw
	Chinn, Mary Carolyn.....	Charlotte
	Clark, Lynn Catherine.....	Linwood
	Clark, Patricia Ann.....	New Bern
	Conyers, Patricia Kathleen.....	Rocky Mount
	Corbin, Frances Todd.....	Raleigh

Crawford, Patricia Estelle.....	Williamston
Creech, Ethel Dolores.....	Whiteville
Crotts, Meda June.....	Winston-Salem
Crouch, Susan Annette.....	Greensboro
Curtis, Barbara Lynn.....	Daytona Beach, Fla.
Curtis, Jane Cromley, <i>Magna Cum Laude</i>	Saluda, S. C.
Daniel, Elaine Walker.....	Kinston
Davidson, Sarah Kathryn.....	Charlotte
Davis, Jane Norment.....	Lumberton
Dellinger, Shirley Kyn.....	Gastonia
Dickerson, Linda Martin.....	Wake Forest
Dicus, Martha Browning.....	Camp LeJeune
Dilling, Carol Ann.....	Kings Mountain
Dockery, Judith Ann McCray.....	Greensboro
Dove, Nancy Yates.....	Chadbourn
Easter, Beverly Fitzgerald.....	Lexington
Elkins, Cynthia Anne.....	Durham
Fecho, Christine Ann.....	Tarboro
Flynt, Penelope Scott.....	Winston-Salem
Ford, Mina Ehrlich.....	Raleigh
Gaddy, Cornelia Gail, <i>Magna Cum Laude</i>	Goldsboro
Gardner, Katharine Smith.....	Shelby
Gillis, Marsha Finch.....	Raleigh
Grandstaff, Ann Richar.....	Durham
Haithcock, Margaret Jenkins.....	Raleigh
Hardee, Mary Ann Cummings.....	Durham
Harper, Nancy Garner.....	Wake Forest
Harris, Olivia Von, <i>Cum Laude</i>	Lincolnton
Hart, Elinor Dark Newberne, <i>Cum Laude</i>	Raleigh
Hart, Elizabeth Kimberly.....	High Point
Haynes, Helen Elizabeth.....	Rocky Mount
Helms, Belinda Smith.....	Wingate
Hemrick, Sharyn Lynn.....	Winston-Salem
Herring, Susan Carol.....	Mount Olive
Hill, Alice Page.....	Winston-Salem
Hill, Shirley Kay.....	Charlotte
Hilliard, Gwendolyn Matthews.....	Raleigh
Holden, Sarah Anne.....	Lenoir
Holleman, Janice Kaye.....	Durham
Holloway, Marjorie Jane.....	Roanoke Rapids
Hood, Patricia Annretta.....	Raeford
Howard, Ann Johnson.....	Greensboro

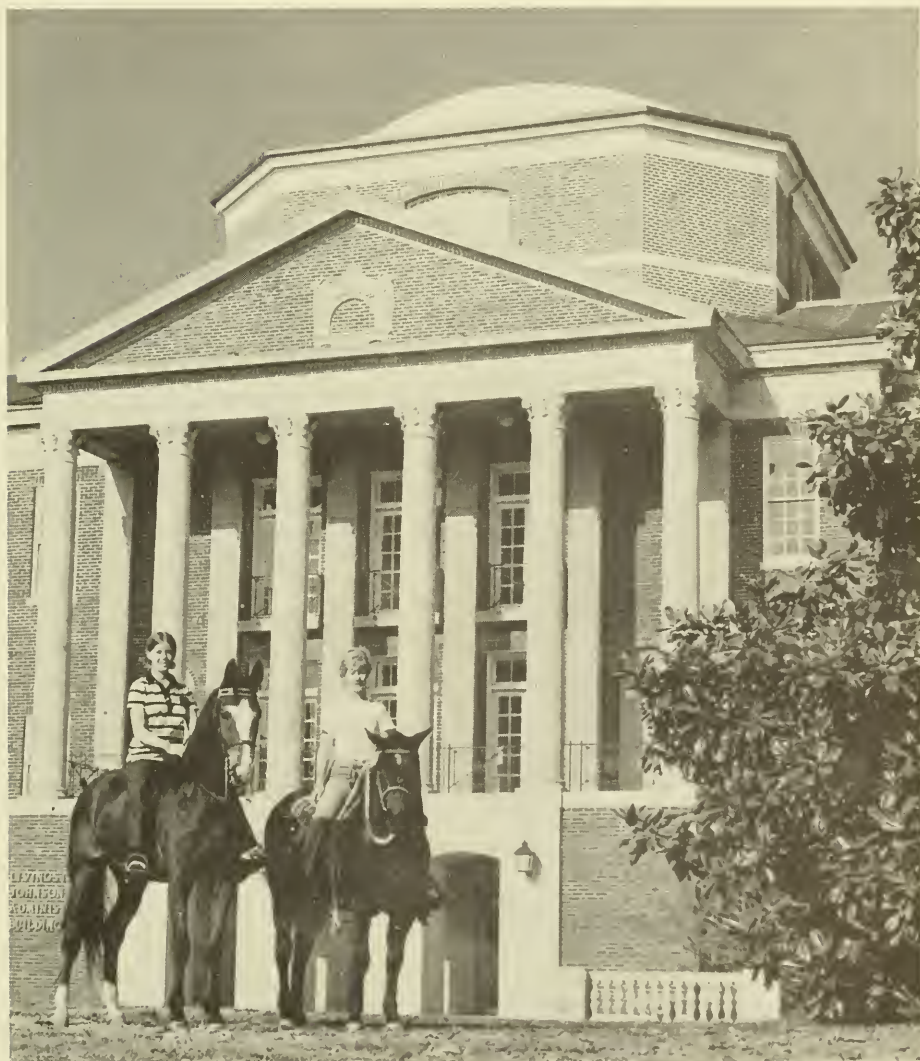
Hubbard, Jenny Marilyn.....	Dillon, S. C.
Hubbard, Judy Carolyn.....	Dillon, S. C.
Hubbard, Sue Carter.....	Fort Thomas, Ky.
Hunt, Judy Frances.....	Shelby
Hunter, Paige Brinkley.....	Chase City, Va.
Huss, Sharon Mactaggart.....	Litchfield, Conn.
Inman, Virginia Carol.....	Fayetteville
Jackson, Jean Sharon.....	Laurinburg
Johnson, Connelly Jean.....	Emporia, Va.
Jones, Dorothea Clement.....	Oxford
Jones, Frances Lee.....	Murfreesboro
Jones, Ruby Joyce.....	Beaufort
Joyner, Bettie Turner.....	Bailey
Kennedy, Susan Barrow.....	Wilson
Kennemur, Sara Burt.....	Roanoke Rapids
Kidd, Kathy Ann.....	Pittsboro
Kidwell, Constance Leigh.....	Newark, Del.
Kiker, Gail Bartholomew, <i>Cum Laude</i>	Raleigh
Kiley, Cecelia Catherine.....	Roanoke, Va.
King, Boyd Garris, <i>Cum Laude</i>	New Bern
Lamm, Johnnie Faye.....	Elm City
Lancaster, Jennie Lou.....	Wilson
Leathers, Elisabeth Brown.....	Henderson
Levinson, Sandra Elizabeth.....	Hickory
Lewis, Pamela Leigh.....	Fayetteville
Lindsay, Nancy Austin.....	Vienna, Va.
Little, Gloria Thaine.....	Smithfield
Little, Joyce Rubyleen.....	Southern Pines
Lowder, Carolyn Erma.....	Stanfield
Luter, Anne Claiborne.....	Roanoke Rapids
Luter, Carol Cullifer.....	Greensboro
Lyday, Martha Elizabeth.....	Brevard
Lynch, Anne Elizabeth.....	Raleigh
McCullen, Fronie Victoria.....	Clinton
McDowell, Linda Kay.....	Scotland Neck
McIlwain, Dorice Waed.....	Red Springs
McNeill, Janice Cameron.....	Morehead City
McRae, Linda Sue.....	McBee, S. C.
McRorie, Cassandra Sue.....	Robersonville
Mann, Brenda Faye.....	Roanoke Rapids
Manning, Courtney Reilly James.....	Richmond, Va.
Manson, Ellen Lynn, <i>Cum Laude</i>	Richmond, Va.

Markert, Jessie Marie, <i>Magna Cum Laude</i>	Coinjock
Meeks, Carey Joan.....	Rocky Mount
Merriman, Frances Fair, <i>Cum Laude</i>	Fieldale, Va.
Metts, Susan Carol Hooker, <i>Cum Laude</i>	Hendersonville
Middleton, Peggy Lyn.....	Cedartown, Ga.
Miller, Mary Anne.....	Tabor City
Modlin, Jane Leigh Kiser.....	Lincolnton
Morgan, Nancy Johnson, <i>Cum Laude</i>	Smithfield
Newlin, Nancy Louise.....	Danville, Va.
Northcutt, Eileen Hagie.....	Cary
Oakley, Aimee Garrett.....	Roxboro
Oglesby, Anne Elizabeth Meekins.....	New Bern
Page, Ellen Freeman.....	Waxhaw
Park, Barbara Louise.....	Charlotte
Parker, Dianne	Murfreesboro
Parker, Mary Stuart, <i>Magna Cum Laude</i>	Winston-Salem
Parnell, Gloria Dawn.....	Mount Gilead
Patterson, Martha Jane.....	Greensboro
Pearson, Gene-Ann	Durham
Phillips, Margaret Ann.....	Richmond, Va.
Pilout, Anne Lynn.....	Portsmouth, Va.
Pittman, Patricia Blanche.....	Rich Square
Pollard, Glenda Lee Hooks.....	Fremont
Pond, Carolyn Marie.....	Alexandria, Va.
Poole, Wanda Pulley.....	Raleigh
Porter, Ellen Elizabeth.....	Shelby
Potter, Pamela Eure.....	Suffolk, Va.
Powell, Jane Smith.....	Raleigh
Presnell, Vickie Gilmore.....	Fayetteville
Prevette, Jane Gaston Holt.....	Smithfield
Price, Florence Catherine.....	Selma
Pruitt, Pamela Ruth.....	Oxford
Rawls, Jayne Karen.....	Raleigh
Raymond, Elizabeth Dees.....	Burgaw
Rea, Reita	Oriental
Reynolds, Suzanne, <i>Summa Cum Laude</i>	Lexington
Ripple, Ann Elizabeth.....	Lexington
Robbins, Sharron Lou.....	Durham
Robertson, Laurinda O'Brien.....	Greensboro
Robinson, Laura Diane.....	Marion
Rolfe, Vivian Margaret Regan, <i>Cum Laude</i>	Thomasville
Ruiz, Marie Elena, <i>Cum Laude</i>	Mount Olive

Rutledge, Claudia Jane.....	Columbia, S. C.
Rutledge, Lucinda Seals.....	Chapel Hill
Scarborough, Shirley Martin, <i>Cum Laude</i>	Mount Olive
Scott, Bonnie Lou.....	Kenly
Scott, Martha Grahame.....	Troy
Shaefer, Stephanie Lynn.....	Fairfax, Va.
Shaw, Rachael Ellen.....	Columbia, S. C.
Sherrill, Mary Alice.....	Statesville
Shipp, Susan Lynn.....	Raleigh
Shuford, Virginia Ann Bost.....	Shelby
Singletary, Ann, <i>Cum Laude</i>	Whiteville
Smith, Jeanie Murlee.....	Charlotte
Smith, Judith Anne.....	Quincy, Fla.
Smith, Judy Elaine Waters.....	Faison
Smith, Myrtle Rose, <i>Cum Laude</i>	Fuquay-Varina
Smith, Paula	Deep Run
Sofield, Martha Dandridge.....	Martinsville, Va.
Sprouse, Susan Elaine.....	Asheville
Stanley, Deborah Kay.....	Whiteville
Stegall, Brenda Kay.....	Marshville
Stockton, Margaret Ann.....	Winston-Salem
Stone, Sandra Marie.....	Lumberton
Sullivan, Charlotte Anne Vick, <i>Cum Laude</i>	Raleigh
Sumner, Sibyl Elizabeth.....	Hartsville, S. C.
Tackett, Charlotte Finn.....	Rockville, Md.
Talton, Ruth Barber.....	Clayton
Tart, Sally Jo.....	Goldsboro
Tayloe, Ann Henderson Crawford, <i>Cum Laude</i>	Ahoskie
Terry, Patricia Ann.....	Raleigh
Tharrington, Margaret Jane, <i>Cum Laude</i>	Rocky Mount
Thompson, Elizabeth Holland.....	Raleigh
Traynham, Janet.....	Cheraw, S. C.
Tull, Eugenia Rountree.....	Rockingham
Underwood, Dora Anne Holloway.....	Waynesville
Vann, Lavinia Ruth.....	Murfreesboro
Walker, Pansy Milliken, <i>Cum Laude</i>	Cary
Wardell, Roberta Winifred.....	Charlotte
Wardrup, Eva Neel.....	Princeton
Warren, Glynda Kathleen.....	Goldsboro
Warren, Ruth Abigail.....	Newton Grove
Watkins, Nancy Tarry, <i>Cum Laude</i>	Henderson
Webb, Ruth McNeill.....	Raleigh

Weeks, Mary McCoy.....	Norfolk, Va.
White, June Delores.....	Lenoir
Wilkie, Helen Proctor.....	Sylva
Wood, June Carolyn.....	Spring Hope
Woods, Barbara Jo.....	Leesburg, Va.
Wyatt, Joann Carlson, <i>Cum Laude</i>	Raleigh
Zumwalt, Katherine Ann Counselman.....	Chapel Hill

<i>Bachelor of Music</i>	Ingram, Deborah Gail, <i>Cum Laude</i>	Lumberton
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SUMMARY OF ENROLLMENT FOR 1971-72

Fall, 1971 Degree Candidates: Bachelor of Arts and Bachelor of Music

Seniors	202
Juniors	261
Sophomores	361
Freshmen	382

TOTAL DEGREE CANDIDATES.....1,206

Special Students 85

TOTAL ENROLLMENT, FALL, 1971.....1,291

Summer, 1971 Degree Candidates 87
Special Students 43

TOTAL SUMMER ENROLLMENT..... 130

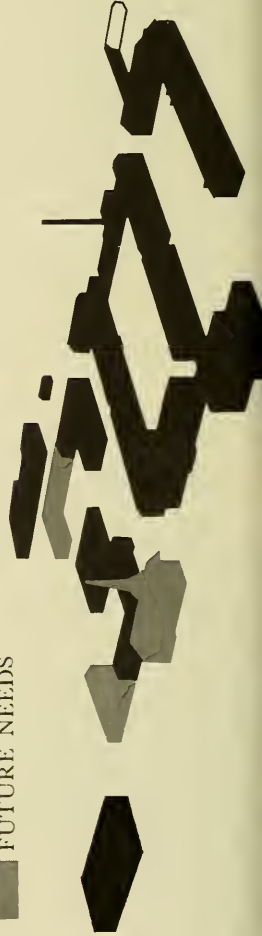
<i>By States</i>	Alabama	1	Pennsylvania	6
<i>and Foreign</i>	Colorado	1	South Carolina.....	23
<i>Countries</i>	Connecticut	2	Tennessee	1
	Delaware	3	Virginia	126
	Florida	7	West Virginia.....	3
	Georgia	9	Guatemala	1
	Illinois	3	Hong Kong	1
	Kentucky	2	Okinawa	1
	Maryland	13	Panama	1
	Michigan	1	Taiwan	1
	New Jersey	6	North Carolina	986
	New York	5		
	Ohio	3	TOTAL	1,206

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MEREDITH COLLEGE MASTER PLAN

NEW CONSTRUCTION —
 CURRENT NEEDS
 EXISTING BUILDINGS
 FUTURE NEEDS



MASTER PLAN. Meredith College has adopted a master plan for physical facilities designed for optimum utilization as "tools for learning." This rendering shows the campus at present and as planned for the future. The College community is excited about the master plan, the discoveries that are made, the facts that are applied, the theories that are explored, and the ideas that are exchanged in these educational facilities. The campus is designed for usefulness in education, beauty, and to assist students in their search for knowledge and understanding.



MEREDITH COLLEGE MASTER PLAN

- 1 Johnson Hall (administration), 2 Vann Residence Hall, 3 Stringfield Residence Hall, 4 Belk Dining Hall, 5 Faircloth Residence Hall, 6 Brewer Residence Hall, 7 Potat Residence Hall, 8 Maintenance Shop, 9 Barefoot Residence Hall, 10 Heilman Residence Hall, 11 The Hut, 12 Jones Hall (auditorium, music), 13 Elva Bryan McIver Amphitheater, 14 Chapel (proposed), 15 Mae Grimmer Alumnae House, 16 College and Continuing Education Center, 17 Joyner Hall (liberal arts), 18 Carlyle Campbell Library, 19 Hunter Hall (science, home economics), 20 Della Dixon Carroll Infirmary, 21 Ellen Brewer House (home management), 22 Tennis Courts, 23 Weatherspoon Physical Education-Recreation Building, 24 Meredith Stables, 25 Massey House (president's residence)

Meredith College

Bulletin

MARCH, 1973



Catalogue Issue
1973-74

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Meredith College
Raleigh, N. C.

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In 1835, an anonymous member of the Baptist State Convention of North Carolina proposed that a committee "consider the establishment of a female seminary of high order." Arguing that the women of North Carolina deserved better fare than the needlepoint and embroidery curricula of the private academies, Thomas Meredith sparked the movement which gained momentum during the years immediately following. Discussion centering on the need to provide the educational opportunities that men enjoyed for women and on the feasibility of getting sufficient support for the venture was a part of the next fifty-six conventions. Out of these debates Meredith College was born.

Meredith is proud of her history as a church-related liberal arts college for women, especially in these days when traditional roles of women are changing. As it is proud of its history, so the College is proud that it is also responsive to needs for change. For instance Meredith has implemented curricular changes over the past five years which have made the academic program more flexible, more adaptable to the student's individual interests. Meredith's heritage and responsiveness to students' needs have always worked to produce a program which is concerned with the development of the whole individual.

One way in which Meredith seeks to develop the whole individual is through a faculty devoted to teaching undergraduates. Such devotion provides students more individual attention than is available at institutions less committed to the teaching of undergraduates. Another way Meredith works to develop the total student is suggested in the College's statement of purpose: ". . . to develop in its students the Christian attitude toward the whole of life"

None of Meredith's features described in the preceding paragraphs adequately account for the College's success as a high quality liberal arts institution. Rather, it is the combination of many features that makes Meredith not only an excellent place to prepare women for leadership, but also a special place which has earned the deep loyalty of its graduates. The devotion of the 7,200 alumnae who have profited from the Meredith experience is dramatic testimony to the foresight of Thomas Meredith and to the wisdom of the men and women following him who share his ideals.

John Edgar Weems, President













Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee and subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near North Carolina's capitol, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideals.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is a member of the Southern Association of Colleges and Schools and the Association of American Colleges. The College is a member of the National Association of Schools of Music and a constituent member of the Council on Social Work Education. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

The combination of Meredith's location, history, objectives, and students has produced a learning experience which justifies the design of the College. Meredith is a woman's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle of all that comprises the college program. The following statement of purpose reflects these ideas: The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life and to prepare them for intelligent citizenship, homemaking, graduate study, professional education, and other professions or fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

THE STUDENTS

To provide the most stimulating academic environment possible, Meredith College seeks a diverse student body. The approximately 1,250 students come from numerous states, especially North Carolina and others along the East Coast, and several foreign countries; from all three races; from public and private schools; and from various denominations and faiths. Each an individual with her own interests, most students take seriously their studies and academic performance. Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area.

Living in Raleigh, a city of more than 100,000 people, Meredith students are in no way isolated. While appreciating the quiet beauty of the rambling campus, they have seen that Meredith is involved in the life of Raleigh—and that the Raleigh community takes advantage of Meredith potential. For instance, Meredith students have worked on a project designed to save a local neighborhood from becoming a victim to inner city decay. Meredith

students have become involved in the operations of state government, in the schools of Raleigh and Wake County as student teachers, in the local churches, and in social and state agencies such as Archives and History, Governor Morehead School, and Dorothea Dix Hospital. Thus, a variety of activities—many of which carry academic credit—takes the students into the city where they may be involved in programs with the more than 20,000 students enrolled in the colleges and universities of Raleigh.

Meredith attributes the desire its students have in involving the College in the greater community to the personal qualities of the student it attracts. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds of the students. As each qualified student is welcomed to the Meredith community, so each student is offered opportunities to develop her leadership potential. In fact, one of the primary reasons Meredith remains a college for women is that here women with leadership ability may develop those talents which might otherwise have gone unrealized. However, since the College recognizes the truth in the cliché that not everyone can be a leader, Meredith endeavors also to attract students who are interested enough in the academic community and the community-at-large to become actively involved in any number of roles. Both Meredith and Raleigh benefit from this activity. Regardless of her particular interests, a student will find the environment at Meredith invigorating.



ACADEMIC OPPORTUNITIES

Meredith College offers a curriculum designed to assist the student in seeking a comprehensive understanding of herself and her world. Concern for the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student participates in the study of a broad distribution of human culture and also in a more concentrated study of a major field.

Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Majors for a Bachelor of Arts are chosen from American civilization, art, biology, business, business economics, chemistry, economics, English, French, history, home economics, Latin, mathematics, music, non-western civilizations, psychology, religion, sociology, and Spanish. Students receiving the Bachelor of Science degree choose majors in chemistry, home economics, or mathematics. Majors in music education or applied music are available to students in the Bachelor of Music degree program.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. Each department contributes to the planning of the program and along with the Department of Education accepts responsibility for joint supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts and sciences as well as a subject-major, the College seeks to develop a stimulating teacher whose intellectual needs and abilities continue to be developed and met both inside and outside the classroom. With the aim of insuring that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Another major objective of the teacher education program is to prepare Meredith students to be effective educators in racially-integrated classrooms.

In these several ways, Meredith seeks to provide for the future teacher many Christian, intercultural experiences which will result in racially-integrated learning, social concern, and professional growth.

Social Welfare

The program in Social Welfare offers a sequence of courses leading to certification by the Council on Social Work Education. For details interested students should consult the Department of Sociology. See pages 56 and 98.

Special Studies

The Special Studies program described on page 72 is another provision for innovative study. Available in all departments at the initiative of either student or faculty, Special Studies includes independent studies, directed individual studies, community internships, and group studies. If a feature of Special Studies clearly enriches a student's program, the student may elect to participate.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State and Shaw Universities formed a consortium in 1968 in order to provide their collective educational resources to students at each of the six institutions. Students at each of the institutions may take courses at any of the other five if the courses the students desire are not available at the institutions in which they are enrolled. Under the conditions prescribed on page 62, Meredith students may take courses for credit and use the facilities on all campuses. No additional fees are charged for this option. For further details see page 62.

Continuing Education

The Continuing Education program is designed for adult women who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through special admission to regular credit courses (see page 32 for admission procedure) or in enrichment courses offered by the College.

Convocation

The entire college community comes together on Mondays for convocation. These programs, presented through lectures, concerts, addresses, films, and dramatic productions, are enriching aspects of the college program. As an integral part of community life, convocation offers a forum of ideas to stimulate spiritual, intellectual, cultural, and social dialogue. Convocation is, then, a part of the academic program and is required of all students.



ACADEMIC ENRICHMENT

In an effort to expand and enrich the curriculum, Meredith has incorporated into its program several features which take students far from the campus. These features have broadened the campus and are open to competent students who feel that such off-campus study would enhance their individual programs.

Study Abroad

Study in foreign countries is available at Meredith through departmentally-sponsored programs and through its cooperation with several outside organizations. Summer courses in conjunction with travel as well as a full year's study at a foreign university are available. The Special Studies options are particularly adaptable to study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may spend one semester in study at Drew. The program is open especially to qualified juniors who may receive credit for as much as twelve semester hours. The program consists of seminars led by members of various delegations of the United Nations, courses on the Drew University campus, and an intensive research project.

American University

Through an arrangement with American University of Washington, D. C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to first-hand study of American politics. The program is open especially to qualified junior or seniors.

STUDENT ACADEMIC RECOGNITION

Honors are bestowed in various ways by Meredith in recognition of outstanding academic achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members, their senior years. Sigma Alpha Iota is a national music society for women which also acknowledges academic achievement. Granting awards to outstanding student musicians, Sigma Alpha Iota is comprised of music majors and candidates for the Bachelor of Music degree who meet

he scholastic requirements and have the approval of the music faculty. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 58 and 69.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Cultural Affairs Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Maynard Mack, Yale professor, speak on Shakespeare. Musicians such as George Riabikoff, European pianist, and David Craighead, a foremost organist, have performed in Meredith's Jones Hall. A three-day symposium on women in politics featured Mrs. Shirley Chisholm. Another event brought Danforth Visiting Lecturer Frank J. McEwen to the campus to speak on African art. Religious convocations have been led by such notables as Dr. Elton Trueblood who spoke on "The Future of the Christian Faith." Also, touring companies such as the Pacific Repertory Company and the North





Carolina Symphony Chamber Players have delighted Meredith audiences. In addition to Meredith's efforts to attract renowned people, the city of Raleigh, through a variety of cultural societies, brings talent to the area.

Meredith students themselves also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse stages several dramas throughout the year such as Tennessee Williams' *The Glass Menagerie* and Eric Bagnold's *Chalk Garden*. An annual fall musical encourages the students to combine their musical and dramatic abilities by trying out for roles in favorites such as Rodgers and Hammerstein's *The Sound of Music* and *Carousel*.

Several on-campus social activities of the students are coordinated through the efforts of the College Center Association, which works to see that the newly-constructed College Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of Meredith tradition. Through the hilarity of "Cornhuskin'" and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall college policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

A booklet explaining the meaning of the Honor System is mailed by the admissions office to every student who requests an application blank for admission to the College.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association, which meets bi-monthly on Fridays. The ultimate purpose of the association being to promote individual responsibility to the Honor System, the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the Elections, Interdormitory, Legislative, and Judicial Boards. An executive committee is composed of the student government president and representatives from each board.

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee, composed of faculty and students, confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, the three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published two or three times during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canady Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, French Club, Granddaughters' Club, Honorary Mathematics Club, Home Economics Club, Hoof Print Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Woman, Tyner Student N.E.A., Young Democrats Club, and Young Republicans Club.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

Silver Shield

Organized in 1935, Silver Shield is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister who offers counsel to the students. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance. Coordinated by the Department of Religion, a series of talks entitled "Lectures in Religion" is presented during the year. Usually open to the public, this series encourages discussion of recent contributions to Christian life and thought.

The religious activities of the students are under the general direction of the Meredith Christian Association. The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services as well as its annual coordination of Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

An organization called the Meredith Recreation Association sees that a variety of recreational activities is available for the students. Opened in 1970, the Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon gymnasium also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College also has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the College Center. Equestrian is a popular feature of the physical education program with instruction available on levels ranging from beginners to advanced. Students who wish to board horses may inquire through the business office.



Intramural activities provide a variety of sports events for students who wish to participate in competition between residence halls or between various floors of the halls. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in Raleigh, Chapel Hill, and Durham, students and faculty have organized teams in tennis, basketball, swimming, and other sports.

RESIDENCE

Meredith students (unless residing in their own homes or with relatives) live on campus in one of the residence halls. Several of the residence halls are new, and the other buildings have been recently renovated. Attractive and comfortable, the rooms are arranged in suites of two with adjoining baths. All of the newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.



HEALTH CARE

The infirmary is under the direction of two graduate nurses and the college physician. It is maintained not only for care of the sick but also for teaching good health habits. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the infirmary when students may see him. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

A student health blank furnished by the College following academic acceptance of the student must be completed and mailed directly to the Director of Admissions. All necessary ocular and dental work should be attended to before students enter or during vacations. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

COUNSELING

Meredith College provides a program of counseling and testing that seeks to meet the educational, vocational, social, spiritual, physical, financial, and mental needs of the student. In addition to qualified personnel on campus, professional resources in the community are used.

Vocational Guidance and Placement

The Career Planning Center offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See page 63 for further details.

Personal Counseling

The Dean of Students coordinates requests for personal counseling. Students desiring to see qualified persons on campus may receive such attention, and the Dean of Students cooperates in referring students to off-campus counseling personnel when the students so desire.



Admission

Students are accepted for admission as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as members of the freshman class or as students with advanced standing from other colleges. Students are accepted for entrance in the fall and spring terms. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained at Meredith. The College grants admission to qualified students without regard to race or creed.

APPLICATION PROCEDURE

Communications about entrance should be addressed to the Director of Admissions, who, upon request, will mail an application for admission. Applications, with the appropriate fee, should be returned to the Office of Admissions.

The freshman applicant should submit test scores as described below and have the proper school official send a certified academic record showing units, grades, and rank in her graduating class. The student applying for advanced standing should request that a complete transcript of her college work be sent to the Office of Admissions at the time of application. A list of courses in progress should be included if she is currently enrolled in college.

Each student will be notified concerning her admission as promptly as possible after records have been evaluated. When an applicant is notified that she qualifies academically for admission, she is then sent a medical form to be completed by her physician. Approval of this form is required before her admission is confirmed. A personal

data form, which is used in assigning residence hall accommodations and academic advisers, is sent later by the Dean of Students.

REQUIREMENTS FOR FRESHMEN

Secondary School Work

For admission to the freshman class, the applicant must offer a minimum of sixteen units of credit accumulated in grades nine through twelve. A unit represents a year's study of a subject in a secondary school and is estimated to be equivalent to one-fourth of a full year's work. Of the sixteen units the following are recommended: four units in English, the completion of the second year of algebra, one unit in geometry, and a minimum of two units in at least one foreign language. Additional academic units, to total at least thirteen, shall be chosen from language, history, social studies, mathematics, and natural science. Three additional units may be chosen from the above subjects or from electives approved by Meredith.

The Admissions Committee will consider the applicant whose secondary school units differ from the recommended program if the overall course program and quality of work have been strong.

The student's rank in class, which reflects the quality of work performed in secondary school, is an important determinant of her admission. Ordinarily a student is expected to rank in the upper half of her graduating class. In August, 1972, 81 per cent of the freshmen entering ranked in the upper quarter of their graduating classes.

College Board Examinations

Each freshman applicant is expected to take the Scholastic Aptitude Test of the College Entrance Examination Board. For admission purposes at Meredith, this test should be taken no earlier than February of the junior year and no later than January of the senior year. It is usually recommended that an applicant complete the Scholastic Aptitude Test by November or December of her senior year.

For 1973-1974, the three-hour Scholastic Aptitude Test, administered at several centers in each state, will be given *during the morning* on the following dates: November 3, 1973; December 1, 1973; February 2, 1974; April 6, 1974; and June 22, 1974.

The student should write well in advance of the desired date to the College Entrance Examination Board, Box 592, Princeton, New Jersey, and request a Student Bulletin. (This publication often may



be obtained from high school officials.) The bulletin gives detailed information about fees (\$6.50 for the Scholastic Aptitude Test); the cities where the examination centers are located; and the dates when applications are to be returned for each date listed above. This booklet also contains the test application card and sample test questions.

Each student considering Meredith should indicate on the test application card that she wishes the report of her scores to be sent to Meredith College, Raleigh, North Carolina 27611 (Code No. 5410).

Credentials for Adult Students

A freshman applicant who is twenty-three years of age or older will submit the same credentials as the usual college age freshman except that in some instances, she may be advised by the Office of Admissions to substitute other standardized test scores for the College Board Examination scores. For information relative to earning credit as a Special Student, see page 32.

EARLY DECISION PLAN

The College welcomes applications under this plan from the well-qualified student who definitely desires to enter Meredith. The applicant should take the Scholastic Aptitude Test before her senior year in high school.

She should file application for admission by October 15 of her senior year, requesting in an accompanying letter that her application receive an "early decision" and certifying that she is therefore applying only to Meredith. On the basis of the applicant's junior year test scores, her three-year high school record, together with a notice of courses being pursued in the senior year and recommendations from school officials, the admissions office will accept the qualified applicant by November 15 of her senior year. Residence hall students will be requested to make an advance payment of \$100 by December 15. This advance payment is not refundable.

If, however, credentials do not justify early acceptance, the applicant will be notified in the fall that her application will be considered under the College's regular admission plan. In the case of deferment, the student may be asked to repeat the Scholastic Aptitude Test on the December or February testing date. She will, of course, be free to file applications at other institutions if she desires.

SUMMER SCHOLARS PROGRAM

Superior high school students may enroll as special students in approved courses in the Meredith College summer session immediately prior to the senior year in high school. Admission to the summer session for a rising high school senior is based on her secondary school record, scores on the Preliminary Scholastic Aptitude Test and/or other standardized tests, the school principal's or



counselor's recommendation of the student's readiness to do college-level work, and the principal's or counselor's approval of the student's taking particular courses.

Application forms, which can be obtained by writing the Office of Admissions, along with supporting credentials should be filed in the Office of Admissions by May 1. As promptly as possible after an applicant's records have been evaluated, the Director of Admissions will notify the applicant of the decision on her application to enroll in summer school courses.

On request of the student, college credit will be granted at Meredith College for successful performance in courses after the student graduates from high school. The student who enrolls as a freshman at another college or university will have to consult that institution about how it will treat the college credit earned by her prior to her senior year in high school.

ADVANCED PLACEMENT AND CREDIT

Advanced placement and academic credit toward the degree will be given to the student who receives a grade of 5 or 4 on the Advanced Placement Examinations of the College Entrance Examination Board, subject to the approval of the department concerned. Some departments may consider credit for a grade of 3. Information about these examinations, which are administered in May, can be obtained from College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

Examination by individual departments is another way for the student to receive advanced placement and academic credit toward the degree. This level of achievement may have been reached through any means. Request for consideration for credit on this basis should be made prior to entrance and should be directed to the Dean of the College and the departments concerned.

REQUIREMENTS FOR ADVANCED STANDING

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. If the student has less than thirty semester hours of college credit at the time of application, she must meet admissions requirements for entering freshmen, including submitting scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances, a student having thirty or more semester hours of credit

may be asked to present satisfactory scores on standardized tests of academic achievement.

All college-level work attempted, except orientation and physical education activity courses, is considered in computing the overall grade average. No more semester hours for a course are ever calculated in the grade average, however, than the number of hours credit carried by the course. Any student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff.

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of twenty-four semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a two-year college is sixty-six semester hours.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major.

INTERNATIONAL STUDENTS

Meredith College welcomes international students whose previous course of study and English proficiency have prepared them for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. An international student is also required to submit scores on the Test of English As A Foreign Language (TOEFL), which is administered by the College Entrance Examination Board in the applicant's local country. A student whose native language is English or whose schooling has been in English should substitute the Scholastic Aptitude Test (SAT).



An international student judged academically admissible will also be required to give proof of financial responsibility for her education and to meet health requirements, which include the submitting of a satisfactory health form and the obtaining of a health and accident insurance policy. These conditions of admission must be met before admission will be confirmed and before an I-20 form for obtaining a student visa will be issued.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled but who did not complete the previous semester should apply for re-admission to the Director of Admissions. A special application form, which must be returned with a five dollar non-refundable fee, will be sent to her for this purpose. If she has earned credits at other institutions since last attending Meredith, official transcripts of her record at those institutions must be submitted, together with statements of honorable dismissal.

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Re-Admission of Former Students

Part-Time Students

Special Students

Condition of Admission

Orientation-Registration

If a student desires to return to the College after an absence of more than a year, she will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent catalogue.

PART-TIME STUDENTS

A part-time student is understood to be one qualifying for a degree who enrolls for not more than ten credit hours a semester. Such a student will meet the entrance requirements outlined above.

SPECIAL STUDENTS

Special students in the following categories may enroll at Meredith without conforming to the usual admission process. The student registers in the Office of the Registrar on the opening day of a term.

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the Registrar.
2. A college graduate who enters for credit to be applied toward public school certification requirements may enroll as a special student. Evidence of such standing should be submitted in advance to the Registrar either by an official transcript or by a covering letter from the institution that granted the degree.
3. A student who is twenty-three years of age or older may enroll as a special student without fulfilling the admission requirements for degree candidates and may receive a maximum of fifteen semester hours credit. Such a student will be permitted to apply such credit toward a degree if admitted as a degree candidate. After fifteen semester hours of credit are earned as a special student, she must be enrolled in a degree program if she wishes to receive credit for additional courses. See the immediately preceding pages for admission policies and procedures.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable, without the necessity of specifying charges or assigning reasons for suspension or exclusion.

ORIENTATION-REGISTRATION

Each resident student, upon arrival in the city, should enroll promptly at the Office of the Dean of Students. Residence halls will be open to receive freshmen and transfer students at 10:00 a.m. on Friday, August 24. The orientation program begins at 5:00 p.m. on

Friday, August 24. Registration for new students is scheduled for Tuesday, August, 28.

All freshmen and transfer students are expected to take part in the special orientation program arranged for the opening week. Included in this program will be talks on various phases of college life, social events such as picnics and mixers with area colleges, instruction in the use of the library, an introduction to the health services, placement tests, and registration. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities.

SUMMER SESSION

During the summer of 1973 the College will operate a five-week term beginning June 4 and ending July 10; in 1974, a term beginning June 3 and ending July 9. Admission to the summer session is on the same basis as in the regular year. Graduates of accredited high schools who are planning to enter college in August may begin some regular courses here in June. Attendance at the summer session will enable a student to complete her work in less than the usual time. The maximum amount of credit is seven semester hours for the summer session.

Full information about the summer session may be obtained by writing to the Dean of the College.

See pages 28 and 29 for information about the admission of superior high school juniors to the summer session.





Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Since the cost of labor and materials is uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose need qualifies them for assistance.

TUITION AND FEES

Tuition

Resident students (instruction and activities fees)	\$1,700
Non-Resident Students (same as resident for more than 10 hours)	\$1,700
Under 10 hours	\$55 per hour

Residence

Room, board, laundry, and infirmary services	\$1,000
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Course Fees

Additional fees are charged for the semester courses listed below:

Applied Music

Regular students	
one half-hour lesson weekly	\$ 40

two half-hour lessons weekly	\$ 35
class lessons in piano	\$ 35
Part-time and special students (for credit)	
one half-hour lesson weekly.....	\$ 40
two half-hour lessons weekly	\$ 70
course fee of \$55 per credit hour	
Part-time and special students (no credit)	
one half-hour lesson weekly.....	\$ 70
two half-hour lessons weekly	\$125
Course fee for special and part-time students for each credit hour for 10 hours or less	\$ 55

Education

Education 493 (S)	\$ 40
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Golf

Golf.....	\$ 5
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Home Economics

Home Economics 493 (S).....	\$ 45
(additional fee of \$10 per week for non-resident students)	
Home Economics 356	\$ 10

Horseback Riding

Full-time students	
(two hours weekly)	\$ 75
Special students	
(one lesson weekly)	\$ 65
Special students	
(one lesson weekly)	\$ 65
Special students	
(two lessons weekly).....	\$100

Special Fees

Graduation fee, including diploma	\$20
Gymnasium clothes (approximate cost)	\$12
Late registration.....	\$ 5
Late payment of regular and special fees	\$ 5

All credit hours above eighteen shall carry a charge of \$55 per credit hour in addition to the flat rate of tuition which applies through the first eighteen hours.

A student is not asked to make a breakage deposit to cover unjustifiable damage to college property, but for such damage she will be expected to pay.

A resident student is not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. For additional service in case of serious or prolonged illness, for all special medical prescriptions, x-ray, and fluoroscope, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund is made for the half of the semester in which she leaves, except for a proportionate refund which is allowed on board charges.

TERMS OF PAYMENT

Deposit from all entering resident students..... \$100

A new student is required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.

Room reservations from returning resident students \$100

This advance payment of \$100 must be paid before February 15. The fee will be credited to the returning student's account. Eighty-five dollars will be refunded if the request is received by May 1.

Fees for beginning of first semester, all resident students \$650

A statement for the first semester balance will be sent near mid-semester.

Fees for beginning of second semester, all resident students ... \$750

A statement for the second semester balance will be sent near mid-semester.

Fees for beginning of each semester, non-resident students \$450

A statement for the semester balance will be sent near mid-semester.

For the student and her parents desiring to pay education expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Education Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its students. Neither the President nor the Vice President for Business and Finance modifies these regulations without specific authorization from the Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial



arrangements have been made with the business office. Under no circumstances will a student's grades be recorded or a transcript released until her account is paid in full.

FINANCIAL AID PHILOSOPHY

Meredith College offers a program of student aid which seeks to meet the financial needs of each of her students. All full-time degree candidates — including freshman and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith subscribes to the philosophy that the amount of financial assistance a student receives should be based on her need at this College. Need is defined as the difference between what a family can contribute and the total cost of maintaining the student in college for a year. A systematic analysis of the financial situation is made annually.



Meredith participates in the College Scholarship Service, an agency of the College Entrance Examination Board which assists colleges, universities, and organizations in determining a student's financial need. An applicant for student aid must have the person financially responsible for her education submit a Parents' Confidential Statement (PCS) to the College Scholarship Service, requesting that Meredith College receive the results of its computation. She is also required to file a Meredith College financial aid application.

The Award

The financial aid committee at the College works with each individual in her particular situation in an effort to award the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help deserving students meet the cost of attending Meredith.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College will continue to help her if the need persists and if she meets academic requirements and maintains satisfactory conduct. The award may vary from year to year both in type and amount, depending upon funds available at the College and the applicant's need.

COMPETITIVE SCHOLARSHIPS

Meredith College Merit Scholarships

Each year Meredith College offers two four-year scholarships through the National Merit Scholarship Corporation. The recipients of these awards are selected from finalists who have specified Meredith College as their college choice. The stipend will equal at least one-half of the student's annual financial need, but not more than \$1,500 nor less than \$100. If the analyzed need of a recipient is greater than the scholarship stipend, the College will provide additional forms of aid to meet her need.

The Julia Hamlet Harris Scholarships

Each year twelve scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship

stipends in this competitive program range from \$100 to \$1,200 per year, depending on the financial need of the individual recipient.

An applicant for admission who wishes to be considered for a Harris Scholarship should file a financial aid application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of \$100, her parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. An applicant applying for just the minimum award needs to complete only the first page and to provide the necessary signatures on the last page of the Meredith application.

Finalists in this competition will be invited to the campus on one of two Saturdays in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris Scholarship for subsequent years, a recipient must maintain a minimum quality point ratio of 3.0 (B average) on all work taken at Meredith and must remain in good standing. The award of the student who meets these qualifications will automatically be renewed for the following year, provided she files the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Talent Scholarship varies from \$100 to \$1,000 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must first apply for admission to the College. A financial aid application should also be filed in the Office of Admissions no later than February 15. If applying for more than the minimum award of \$100, the applicant's parents must also submit a Parents' Confidential Statement to the College Scholarship Service by February 15. If applying for just the minimum, the applicant need complete only the first page and the last page signatures of the Meredith aid application.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability,



previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, ten finalists are chosen in late February by the Department of Music; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually unless there is a change in the recipient's financial need. Financial aid forms must be filed each year.

Regional Baptist Scholarships

Each year one Regional Baptist Scholarship is awarded to an entering freshman and one to the graduate of a two-year college in each of the ten regions formed by the Baptist associations in North Carolina — a total of twenty Regional Baptist Scholarships to be available each year to new students. The scholarship competition is limited to applicants who are members of a North Carolina Baptist church.

An applicant for admission who wishes to be considered for a Regional Baptist Scholarship must file a financial aid application in the Office of Admissions and a special scholarship application form with her pastor. There are three stages in the selection process. Each interested high school senior girl and each interested sophomore at a two-year college files a scholarship nomination form with her pastor, who adds a letter of endorsement. An association screening committee then interviews the applicants and selects both a high school finalist and a two-year college finalist from the association. After the admissibility of the finalists from each association in a region has been determined by the Office of Admissions, they will be interviewed by a regional committee appointed by the College. The regional committee will recommend recipients to the College. Meredith reserves the right to make the final decision but will give serious consideration to the recommendations of the regional committee. Selection will be made on the basis of contributions to the life of the church, potential for future leadership in the denomination, and scholastic ability.

The amount of a Regional Baptist Scholarship varies from \$100 to \$1,000 per year according to financial need as indicated through the Parents' Confidential Statement. The amount of a scholarship stipend will be determined by the College. The scholarship winner

having financial need will usually receive a package of aid, with the appropriate part being scholarship assistance. The recipient who has no need or one who has applied only for a minimum Regional Baptist Scholarship will receive a stipend of \$100. The student applying for a minimum award is required to file only a Meredith College financial aid application and the special scholarship application form. Only the financial aid office at Meredith will have access to the financial information filed by the applicant.

A Regional Baptist Scholarship is renewed annually while the student is enrolled at Meredith. The stipend may vary from year to year depending on need and the other types of aid available to the student, but the total package of aid should adequately meet the recipient's need for assistance. A Parents' Confidential Statement must be filed each year unless the student is receiving the minimum award.

GENERAL SCHOLARSHIPS AND GRANTS

Scholarships

In addition to the competitive scholarships, Meredith has available numerous general scholarships for both entering and continuing students who need financial assistance. Scholarship awards vary in amounts according to the individual needs of the applicants.

Grants-In-Aid

A few grants-in-aid with amounts varying according to financial need are awarded by Meredith College to deserving students whose academic credentials do not qualify them for the distinction of being scholarship recipients.

ENDOWED SCHOLARSHIPS

Friends of the College have established funds to provide the following scholarships:

The J. T. J. Battle Scholarships
(four)

The Z. M. Caveness Scholarship

The Helen J. Clancey Scholarship

The Coates Scholarship

The Lucille Lawrence Ellis Scholarship

The Myrtle Hart Farmer Scholarship

The Lucy Teague Fassett Memorial Scholarship

The Hester P. Farrior Scholarship

The Fuller B. Hamrick Scholarship

The Mattie Jenkins Henderson Scholarship

The Nannie Willis Hunter Scholarship

The Moses S. Jones Scholarship

The Hattie McCauley and Arthur

Augustus James Memorial Scholarship

*The Margaret Mason McManus
Scholarship*

*The Mr. and Mrs. W. H. Matthews
Scholarship*

*The Mary Wingo Meredith Scholar-
ship*

The Charles E. Merrill Scholarships

*The Charles S. Mitchell Scholar-
ships*

*The Margaret Faucett Parker Music
Scholarship*

*The Thomas P. Pruitt Memorial
Scholarship*

*The Emma Barber Towler Scholar-
ships (two)*

*The Westcott-Daniels Memorial
Scholarship(s)*

The Annie Womble Scholarship(s)

The Perry-Harris Scholarship

A scholarship was established by Dr. Julia Hamlet Harris in memory of her parents, Mrs. Ella Perry Harris and Thomas Harris. It is offered to a student who has completed at least one year of study at Meredith and ranks in the upper fifth of her class. Preference will be given to a student majoring or planning to major in English.

*The Mary Lynch Johnson
Scholarship*

A \$500 annual scholarship has been established in honor of Dr. Mary Lynch Johnson. It is to be awarded on the basis of Christian character, academic achievement, and financial need.

*The Carolyn Peacock Poole
Scholarship*

An endowed scholarship honoring the memory of Mrs. Poole has been established by the family, friends, students, and faculty. The scholarship will be awarded to a junior or senior on the basis of Christian character, leadership, and potential executive ability. Preference will be given to a student interested in English and/or American literature.

*The Martha McKeel Whitehurst
Scholarship*

A scholarship, currently valued at \$300 per year, has been es-

tablished by the husband and family of Mrs. Whitehurst in her memory. The scholarship is to be awarded annually to a graduate of First Colonial High School in Virginia Beach, Va. It will be given to the student having the greatest financial need; preference will be given to an entering student except when a former recipient has more financial need. In the event that in a given year no student from First Colonial High School is enrolled or accepted for admission to Meredith, then the scholarship may be awarded to a graduate of St. John's High School in Darlington, S.C.

The Williams Scholarship Fund

Given by Duvall M. Williams of Wilmington, N. C., in memory of his parents, Mrs. Leah Koonce Williams and Mr. Robert E. Williams, Sr., this fund is to help and encourage deserving students to pay their ways through college. The students must intend to go into *foreign* missionary work (not in the continental U. S. or Canada) preferably in, though not restricted to, Latin America. The amounts will be determined by the students' needs.

The Lillie Grandy Scholarship Fund

Granted under the will of the late Miss Lillie Grandy of Elizabeth City, N. C., the income from this



fund makes available eight \$300 scholarships. Applicants must be residents of Camden County or Pasquotank County, N. C., and must have completed the first year at Meredith College and "have proven to the faculty during their freshman year that they have intellectual ability and sterling character." These scholarships may be renewed during the junior and senior years if in the judgment of the faculty the recipients prove themselves worthy.

The Ella Greenwood Holcomb Scholarship

A scholarship established by Mrs. Holcomb in memory of her parents, James and Lydia Greenwood of Surry County, N. C., is available annually to any direct descendent of James and Lydia Greenwood, with preference going to the descendent most in need of financial assistance.

LOAN FUNDS

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund

The Louis M. Curtis Loan Fund

The Dr. and Mrs. O. S. Goodwin Loan Fund

The Mabel L. Haynes Loan Fund

The John M. W. Hicks Loan Fund

The Mr. and Mrs. John Billingsley Ingram Loan Fund

The Henrietta S. Jarman Loan Fund

The Edna Tyner Langston Loan Fund

The Ida Belle Ledbetter Loan Fund

The Masonic Loan Fund

The Helen Josephine Neal Loan Fund

The Old Student Loan Funds

The Olive Chapel Loan Fund

The William H. Reddish Loan Fund

The Ada Middleton Stan-back Loan Fund

The W. A. Thomas Student Loan Fund

The William C. Vick Loan Fund

The Ida Poteat Loan Fund

This fund has been provided by alumnae for juniors and seniors. Application blanks will be furnished upon request addressed to the Director of Alumnae Affairs, Meredith College.

AWARDS

The Agnes Cooper Memorial Award

A \$50 award is given by members of the faculty in the Department of Music in memory of Mrs. Harry E. Cooper to a junior or senior music major chosen by the donors.

The Ida Poteat Scholarships

Two \$200 scholarships, one to a

rising senior and one to a rising junior, are given by the Alumnae Association in memory of Miss Ida Poteat, teacher of art at Meredith from 1899-1929. Selection is made by an alumnae committee on the basis of scholarship, character, and service to the College.



The Helen Price Scholarships

The Kappa Nu Sigma Honor Society awards a scholarship valued between \$100 and \$150 to the freshman who maintains the highest scholastic average during her first year in college. It makes an identical award to the sophomore who has the highest scholastic average at the end of her second year at Meredith. The

society reserves the right to withhold or to change the value of the award if circumstances require adjustment.

Missionary Work

A junior or senior planning to be a missionary will receive, on certification by her local church, an allowance of \$100 on her expenses for the year.

CAMPUS EMPLOYMENT

Many students needing financial assistance help meet their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the amount of service rendered but usually ranges from \$200 to \$400 for the year. Available appointments will be made on the basis of apparent ability and need.

Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

FEDERAL ASSISTANCE PROGRAMS

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below.

Educational Opportunity Grants

These grants have been established by the federal government to assist students who otherwise might be unable to attend college. They are direct grants which the student is not required to repay. To qualify for these awards, students must exhibit exceptional financial need as well as promise of academic success on the college level. Such students must be accepted for enrollment on a full-time basis or must be currently enrolled and in good standing. Educational Opportunity Grants are available up to \$4,000 over a four-year period; an EOG award must be matched with other student aid funds approved under this program.

National Direct Student Loans

These loans, formerly known as National Defense Student Loans, constitute a program for students needing financial assistance who have been accepted for admission or who are currently-enrolled students in good standing. An undergraduate may borrow up to \$5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with 3 percent interest within a ten-year period after graduation or termination of study.

The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. A borrower who becomes a full-time teacher in a non-profit elementary or secondary school in which there is a high concentration of students from low-income families or in a school for handicapped children is eligible to cancel the entire loan over a five-year period at an initial rate of 15 percent for each year of teaching service.

College Work-Study Program

Meredith College participates in the off-campus summer job phase of the College Work-Study Program, called PACE in North Carolina. Through this program students who qualify on the basis of family income and financial need can earn money for college by working in their home communities during the summer. Applicants

approved for admission to the College as well as currently-enrolled students may obtain further information and the special application blank required by writing to the Office of Admissions. To be considered for participation in the program, a Meredith student must file a full financial aid application with the College, in addition to the special application.

AID APPLICATION PROCEDURES

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15*:

1. Return a Meredith College financial aid application to the Office of Admissions. This form may be filed at the same time as or after she applies for admission, but preferably not before. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Parents' Confidential Statement to the College Scholarship Service, designating Meredith College (Code Number 5410) as an institution to receive a copy. The PCS may be obtained from her high school or the College Scholarship Service, Box 176, Princeton, New Jersey 08540.



The student who is applying for admission under the Early Decision Plan and who wishes to apply for financial aid should proceed as above *before October 15* of her senior year. If all required forms are received in the Office of Admissions by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before January 15*:

1. Obtain from the financial aid office a Meredith College financial aid application and a Parents' Confidential Statement. Have her parents (or guardian) complete the PCS and assist her in completing the financial aid application.
2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service to cover its processing fee. The PCS and accompanying check will be forwarded by the College to CSS for processing.

Both the entering and returning student should pay close attention to the deadlines stated above. Applications filed after those dates will be given consideration only if funds allow.

NOTIFICATION OF AWARDS

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by April 15.

OTHER SOURCES OF AID

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow:

Guaranteed Loan Program

This particular program, generally known as the Insured Loan Program in North Carolina, is a plan of borrowing designed to help students from middle-income families. Legal residents of North Carolina enrolled full-time may borrow through College Founda-

tion, Inc. up to \$1,250 per semester for a total of \$2,500 per academic year for an aggregate of \$10,000 for enrollment including graduate school. Loans are insured by the North Carolina State Education Assistance Authority of the United States Office of Education. *Under certain conditions* the Office of Education pays the 7 percent interest during the in-school and grace periods.

The Insured Loan Program is administered for residents of North Carolina by College Foundation, Inc. Guaranteed Loans are available to residents of all other states, some of which operate their programs through United States Aid Funds, Inc. The Office of Admissions at Meredith College has additional information about the loan program and applications for North Carolina residents.





North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than \$600 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

All scholarship-loans are at the rate of 4 percent per year from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree. Scholarship-loans and the interest thereon may be cancelled by teaching one full year in North Carolina for each annual scholarship received.

Detailed information concerning this scholarship-loan program may be obtained from one's guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina.

The Winston-Salem Foundation

A student loan program has been established by citizens of this community for residents of Forsyth County. While she is enrolled, the student pays interest annually, but repayment of the principal does not begin until after the borrower leaves school. The interest rate on these loans is 4 percent, which includes life insurance protection. Details of this program may be obtained by writing the Winston-Salem Foundation, 300 West Fifth Street, Winston-Salem, North Carolina.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.



Carlyle Campbell



Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in nineteen departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students in chemistry, mathematics, or home economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue the implementation of change in the academic program, student personnel services, and other areas of campus life. These changes are the product of self-study that began six years ago.

REQUIREMENTS FOR ALL DEGREES

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on all courses attempted, all courses attempted at Meredith, all courses attempted at Meredith in her major subject(s), and all courses attempted during her senior year.

REQUIREMENTS FOR THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

A candidate for the Bachelor of Arts or Bachelor of Science degrees must complete certain prescribed subjects, area distribution requirements, and a major specialization in a selected field. The College seeks to provide optimum opportunity for choice in the selection of specific courses.

Prescribed Subjects

<i>English Composition</i>	3 hours
<i>Literature</i>	6 hours
1. A 3-hour survey of major British authors and	
2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.	
<i>Foreign Language</i>	0-12 hours
Each student will be required to demonstrate a proficiency level comparable to that attained by the end of the second college year of the language.	
<i>Religion</i>	6 hours
1. A 6-hour introduction to the Old and New Testaments or	
2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.	
<i>Physical Education</i>	4 hours
<i>Freshman Colloquium</i>	1 hour

Area Distribution Requirements
in Addition to Prescribed Subjects

Humanities and Fine Arts Area — art, English, foreign language, music, philosophy, religion.

Majors in subjects in this area will be expected to complete 12 hours in subjects in the natural science and mathematics area *and* 12 hours in subjects in the social sciences area.

Natural Sciences and Mathematics Area — biology, chemistry, mathematics, physics, physical geography.

Majors in subjects in this area will be expected to complete 6 hours in subjects in the humanities and fine arts area* *and* 12 hours in subjects in the social sciences area.

Social Sciences Area — economics, geography,** history, political science, psychology, sociology.

Majors in subjects in this area and majors in business will be expected to complete 6 hours in subjects in the humanities and fine arts area* *and* 12 hours in subjects in the natural sciences and mathematics area.

Majors in home economics will be expected to complete 6 hours in subjects in the humanities and fine arts area,* 6 hours in the social sciences area, *and* 12 hours in the natural sciences and mathematics area.

REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

<i>Liberal Arts and Science Area</i>	44-46 hours
<i>Music</i>	27 hours
<i>Professional (Music and Education)</i>	53 hours
<i>Performance</i>	
<i>Piano Proficiency</i>	
<i>Attendance at Concerts and Recitals</i>	

Note: See page 90 for detailed requirements appropriate to all majors in the Department of Music.

MAJORS

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the office of the Dean. When the selection has been approved by the department concerned and by the Dean, a major professor will be



*Neither applied music nor studio art courses will count in the 6 hours of work required in the humanities and fine arts area. Speech 353 is acceptable.

**Physical geography is excluded from this area.

appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 72-98.

Bachelor of Arts

American civilization	history
art	home economics
biology	Latin
business	mathematics
business-economics	music
chemistry	non-western civilizations
economics	psychology
English	religion
French	sociology
	Spanish

Bachelor of Science

chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

SOCIAL WELFARE PROGRAM

A student who wishes to complete the social welfare sequence should file a declaration of intent at the end of her freshman year. She will confer with a designated member of the department to outline a plan for completing the specified content with requirements and options. Upon graduation she will be awarded a certificate stating that she has completed all requirements for the social welfare sequence. At her request, the fact will be noted on her official transcript. The following courses in sociology must be completed: 222, 363, 374, 397, 398, and 400. Eighteen hours, according to individual advising, must be completed in the following fields: economics, political science, psychology, with a minimum of three hours in each. Students choosing the sequence may major in sociology or any other major field.

TEACHER EDUCATION

All the programs listed herein are designed primarily to prepare students who wish to teach in the public schools of North Carolina. In keeping with state certification requirements and the competency-based programs of Meredith College, all students who

expect to qualify for Class A teaching certificates should follow this procedure:

A student who wishes to enter a teacher education program should indicate that desire to her faculty adviser no later than the end of the first semester of the sophomore year. Following her declaration of a major, the student and her major professor should prepare a program leading to graduation. A copy of this planned program should then be filed with the chairman of the Department of Education.

The College offers state-approved teacher education programs leading to the following certificates: Early Childhood, Intermediate (see pages 58-60 for concentrations), Secondary Subjects Music, and Art (see pages 60 and 61).



Requirements for all Certificates

- A. All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.
- B. Students completing a teacher education program must also complete a major in another academic discipline (see page 14).
- C. Minimum semester hours of general education requirements

Language arts and humanities	24
Grammar, composition, and literature	
Courses chosen from 2 of the following groups:	
1. Fine and applied arts	
2. Philosophy, religion, psychology	
3. Foreign language	
Social studies	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201),	
political science, sociology	
Mathematics	3 to 4
Natural sciences.....	6 to 8
Health and physical education	2

NOTE: *Courses required for all certificates are applicable to requirements of the specific program in Early Childhood, Intermediate, Secondary, Music, and Art.*

Early Childhood Education (K-3)

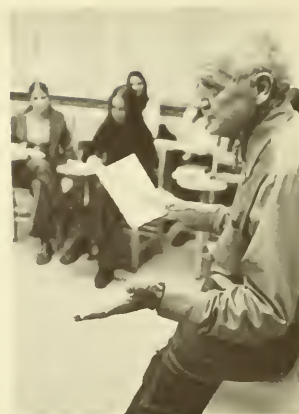
Students who expect to secure North Carolina Class A certificates to teach in kindergarten through grade three must meet the requirements for minimum semester hours listed below.

- A. Subject matter courses

Language arts.....	13
English composition and grammar	
Literature (including English and American)	
Education 345 Children's Literature for Early Childhood	
Education 444 Reading for Early Childhood	
Speech (if recommended by faculty adviser)	
Social studies	15
History (United States History 251 or 252 preferred) and 2 fields	
selected from the following:	
Anthropology strongly recommended (Sociology 271, 372),	
economics (Economics 355 recommended), geography	
(excluding Geography 201), political science, sociology	
(excluding Sociology 363)	
Science.....	6
Two of the following:	
Biology 111, Chemistry 111, Geography 201	
Mathematics	3
Mathematics 100 or equivalent*	

*This requirement is waived for mathematics majors.

Art.....	3 or 6
Art 243 or equivalent (applicants for proficiency certificates should see the chairman of the art department)	
Education 286 Art	
Music.....	3 or 6
Music 233 or equivalent (applicants for proficiency certificates should see the chairman of the music department)	
Education 286 Music	
Health and physical education.....	8
Physical education activity, 4 hours	
Education 373 Health Education	
Education 383 Physical Education	
B. Professional K-3 courses	
Psychological Foundations	6
Education 234 Educational Psychology for Early Childhood (Psychology 221 General Psychology is recommended as an elective to precede these 2 courses.)	
Historical , philosophical, and sociological foundations	6
Sociology 363 The Community	
Education 435 Foundations of American Education	
Curriculum, activities, and methods	6
Education 348 Early Childhood Education	
Education 448 Early Childhood Methods	
Student teaching and conferences.....	6
Education 439S Observation and Directed Teaching	



Intermediate (4-9)

Students who expect to secure North Carolina Class A certificates to teach in grades four through nine must meet the requirements for minimum semester hours listed below.

A. Subject matter courses

1. General

Language arts.....	12
English grammar and composition	
Literature (elective)	
Education 454 Reading in the Intermediate Grades	
Speech (if recommended by faculty adviser)	
Social Studies.....	12
History and 2 fields selected from the following:	
Anthropology, economics, geography (excluding Geography 201), political science, sociology	
Mathematics	6
Mathematics 100 or equivalent* must be included.	
Science	6 to 8
Art.....	3
Choice of Art 231, 359, 360	

*This requirement is waived for mathematics majors.

Science	6 to 8
Music	2
Choice of Music 226, 363, or 364	
Health education and physical education	2
Health Education 374	
Physical education activities, 4 hours	
2. Concentration	
Each prospective teacher will select one and preferably 2 areas of concentration, with the following <i>additional</i> requirements:	
Language arts	12
(Children's literature and American literature are required. English 358 is recommended.)	
Social studies	12
(A course in an additional social studies field is required.)	
Science	12
(Biological, physical, and earth sciences should be included. Geography 201 satisfies the earth science requirement.)	
Mathematics	12
(Depth in appropriate mathematics is required.)	
B. Professional 4-9 courses	
Psychological foundations	6
Education 234 Educational Psychology	
Education 354 Human Growth and Development	
Foundations of American Education	3
Education 465 Foundations of American Education	
Instructional procedures (Choose one)	3
Education 458 Methods of Teaching Language Arts and Social Studies	
Education 457 Methods of Teaching Science and Mathematics	
Student teaching and conferences	6
Education 439 Observation and Directed Teaching	

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subjects areas, art, or music education must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted toward certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide. All teacher education programs must be approved by the head of the Department of Education by the beginning of the junior year.



A. Subject matter courses

1. Requirements for all certificates (See details on page 58)
2. Teaching fields for grades 7-12 and minimum semester hours:

Business education	36
English	36
French	30
Home economics	48
(including certain sciences and related courses)	
Latin	30
Science	48
Social studies	42
anthropology, economics, geography, history, political science, sociology	
Spanish	30
Mathematics	30
3. Teaching fields for grades K-12 and minimum semester hours:

Art	36
Music (See page 91)	48

B. Professional courses and minimum semester hours

- | | |
|--|---|
| Area 1 - The pupil | 6 |
| Education 234 and 466 | |
| Area 2 - The school | 6 |
| Education 367 and 435 | |
| Area 3 - Teaching and practicum | 9 |
| Education 385 or 386 and Education 439 | |

NOTE: *Students are advised to take these courses in the following order:*
Education 234, 367, 385, or 386, 435, 439

NOTE: For certification in music or art education, students may select either Education 348 or 367 in order to meet professional course requirements.



ADDITIONAL PROGRAMS

Continuing Education

Information about Continuing Education may be obtained from the Coordinator of Continuing Education. A variety of programs is offered for adults who wish to resume their formal education. Adults will be admitted in regular courses or in enrichment courses by the admission procedures for special students described on page 32.

Convocation

As explained on pages 15 and 16, convocation is viewed as an integral part of the academic program. Therefore, attendance is required of both resident and non-resident students. Attendance regulations are listed under Retention on pages 67 and 68 and in the *Student Handbook*.

Special Studies

A student may take part in independent studies, directed individual studies, community internships, and special group studies when such participation clearly enhances her program. Special Studies is described in greater detail on page 72.

Cooperating Raleigh Colleges

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the Dean. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours credit.

Drew University

Students who wish to participate in the Drew University semester on the United Nations should apply at the Department of History. See page 16 for additional information.

American University

Students who wish to participate in the Washington Semester at

American University should apply at the Department of History. See page 16 for additional information.

Summer Term

Summer term courses are counted on the same basis as the fall and spring semesters. A student who plans to attend summer session at another accredited institution makes application for transfer credit on a form available from her faculty adviser. She secures the written approval of her adviser, the appropriate chairmen of the departments, and the Dean for courses she plans to take. The maximum allowed for a summer term is normally seven semester hours for any one session. Meredith students enrolled at Meredith summer school may enroll for one course at a Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the Cooperating Raleigh College and a transcript must be sent to Meredith.

ACADEMIC ADVISERS

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in that department. Although the major adviser must approve the student's program and will, in consultation with the Registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program.

SPECIAL CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit is available in several departments. Entering students see page 29. Students in residence should apply directly to the department concerned or to the Dean.

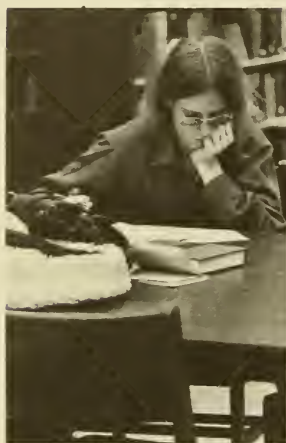
Auditing Courses

A student who wishes to participate in a course without credit must arrange it with the teacher and register for an audit through the same procedure as for a credit course.

Residence Credit

A candidate for a degree must complete twenty-four of her last thirty hours at Meredith College. If four-hour courses are involved,





twenty-two of the last thirty hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as twelve semester hours (or fourteen, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least twelve hours at Meredith during each of her last two regular semesters.

A senior transfer student from a regionally-accredited institution must complete at least thirty hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

A student transferring to Meredith at the beginning of the junior year will be expected to take at Meredith at least twelve hours in the department in which she is a major. A student transferring at the beginning of her senior year will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from a two-year college is sixty-six semester hours.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the Dean.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the one hundreds. Seniors may take as many as two semester courses numbered in the one hundreds.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages.

LOAD RESTRICTIONS

Freshman and Sophomore Year

The subjects required of all students during the freshman year at Meredith are English composition, foreign language when it is being continued, Freshman Colloquium, and physical education.

During her freshman and sophomore years a student may not take concurrently two courses in the same disciplines without the Dean's permission.

All Students

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining the average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

CLASS ATTENDANCE

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentation, announcements, and assignments missed because of absence. Absences tend to affect the quality of one's work and, therefore, may lower her standing in courses. Each student must determine for herself what constitutes responsible class attendance.

WITHDRAWAL FROM CLASSES

Students who do not wish to complete a course for which they are enrolled **must withdraw officially** through the Registrar's Office.

Drop-Add Period

During the first ten days of each semester a student may drop or add courses without penalty or record. Forms are available in the Registrar's office for this purpose. Withdrawal from class with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option **must** do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.

GRADING SYSTEM

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. A report is sent to the student and her parents or guardian.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity in such interpretation would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for "Pass-Fail" grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by re-examination.
- INC The student's work is incomplete. If an Inc. is not completed during the next semester, it automatically becomes an F.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.
- W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Option

Grading under a Pass-Fail option is available in several categories:

1. Freshman Colloquium is graded PF for all students.
2. Physical education taken as a college graduation requirement is graded PF for all students.

3. During her junior and/or senior years, a student may elect for PF grading not more than two courses from outside her major field (including Education 495) and one seminar in her major field. Only one such course may be elected during a single semester.
4. Physical education courses taken in addition to the four hours required may be elected for PF grading in addition to other options.
5. Health Education 101 may be elected for PF grading in addition to other options.
6. Special Studies in all four categories (page 72) may be established with PF grading for all students, and a student may elect a course in addition to her other PF options.

Some general regulations applying to PF grading are the following:

1. Course content and requirements will be the same for PF registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a PF course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the PF option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first ten days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken PF work may credit only one PF course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the PF system rests with the student, and appeals for exception to these will not be heard.

Repetition of Courses

A course may be repeated if the student registers for the course the next time it is offered. Exceptions require permission of the Dean and the chairman of the department in which the course is to be repeated.

Quality Point Ratio

Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

RETENTION

All students are expected to maintain satisfactory progress toward graduation. When a student fails to make satisfactory progress her case will be reviewed by an Academic Retention Committee composed usually of the Academic Dean, the Dean of Students, the



student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College require suspension or retention.

1. A student is considered to be making minimal progress if she passes nine semester hours and earns eighteen quality points in any given semester. Should she fail to achieve either minimum, she is placed on academic probation for the following semester. If in that semester she again fails to reach either minimum, her case will be reviewed by a Retention Committee.
2. A student is considered to be making minimal progress if, before her third college year, she has accumulated during regular and summer sessions 5 semester hours and 92 quality points and has a quality point ratio of at least 1.5 on all courses attempted at Meredith. If a student fails to reach either minimum her case will be referred to a Retention Committee.
3. A student's adviser may refer her to an Academic Retention Committee if her progress seems unsatisfactory even though she has met the minimums outlined above.
4. Students having four unexcused absences from convocation during one semester will be placed on probation. Should a student on probation have a fifth unexcused absence, her case will be reviewed by a Retention Committee. This committee will decide whether the best interest of the student and the College require suspension or retention.

ACADEMIC RECOGNITION

Eligibility List

An Eligibility List is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 QPR on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who passed all Meredith and Cooperating Raleigh Colleges courses with a number of quality points equal to three times the number of semester hours taken plus three will be placed on the list. The students must have completed at least twelve semester hours during the semester, including courses at other Cooperating Raleigh Colleges.

Graduating with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of

Music with Distinction is conferred upon a student under the following conditions:

1. A student must have been in residence at Meredith long enough to have earned a minimum of fifty-seven semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.
2. For the purpose of computing the standing of a student, all semester hours attempted for degree credit at Meredith College are counted.
3. Students whose average is 3.2 quality points per semester hour are graduated **cum laude**; those whose average is 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is 3.9 quality points per semester hour are graduated **summa cum laude**.
4. No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

CLASSIFICATION

Students are to be classified on the following basis:

Classification	Sem. Hrs. Credit	Q.P.R. on All Work Attempted at Meredith
Sophomore	23	1.30
Junior	56	1.65
Senior	86	1.90

The classification of a transfer student will be determined by the number of semester hours credit accepted at the time of admission.

DEADLINE FOR FILING FOR GRADUATION

Seniors who expect to graduate in 1974 should file information in the Office of the Academic Dean on or before the January 25 deadline noted in the college calendar.

GRADUATE RECORD EXAMINATION

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the placement office or at other established testing centers. Detailed information is available from academic advisers or in the placement office.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.





Courses Of Study

Meredith is in the transition stages of a new course number system. Some of the following courses will incorporate the new numbering system while others will make the change during the 1973-74 school year. The entire listing of numbers will be distributed when it is completed.

Unless otherwise indicated, a course with an odd number is given the fall semester; a course with an even number, the spring semester. If an S follows the odd number, the course is offered in the spring semester; if an F follows the even number, the course is also offered in the fall semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed.

Lower level courses are numbered in the 100's and 200's; upper level courses, 300's and 400's; Special Studies courses, 900's.

Brackets enclosing the number and title of a course indicate that the course is not given for the current year.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of ten students.

A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

GENERAL COURSES

FCO 100 FRESHMAN COLLOQUIUM

A study of selected contemporary issues, bringing to bear upon them insights drawn from the academic disciplines. Required of all freshmen. *Credit, one hour.* Staff.

SPECIAL STUDIES

Special Study Courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work is permitted if the work has a basis in prior course work and involves intellectual analysis. An internship is supervised by an instructor and by a representative of the agency or institution in which the work is done if it takes place off campus.

940-949 GROUP STUDY

A course on a special topic which is not already offered in the curriculum.



Special Study courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the Dean of the College (Academic Dean).
4. Approval for Group Study of special topics is granted on a one-semester basis.
5. An approved Group Study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for Independent Study, Directed Individual Study, and Community Internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Courses may be taken for from one to four semester hours credit.
8. The option may be pursued on multiple occasions.
9. Special Study courses may be designated for Pass-Fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

ART

Associate Professor White, *Chairman*; Assistant Professor Maron; and Instructors Chrest, Sawtelle, Vilas, and Wong. The department offers a major in art.

Requirements for a Major

Thirty hours in art, including 101, 102, 221, 222, 359, 360, and 498.

101, 102 BEGINNING DRAWING AND COMPOSITION

An introductory course in basic design. Emphasis is placed upon the elements and principles of design. Studio problems involve the use of a variety of materials. Through group and individual criticism, the development of individual creative ability is encouraged. Prerequisite for Art 102: Art 101 or Art 243. Six studio hours a week. *Credit, six hours.* Mr. White.

221, 222 CREATIVE DESIGN

A course offering the student an opportunity to develop creativeness in two- and three-dimensional design and technical ability in the use of various materials. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, six hours.* Mr. White.

226 CERAMICS

An introductory course in ceramic processes and

material. Projects in coil, slab, and wheel methods of production. Experimentation with various types of decoration. Not open to freshmen except by special permission. *Credit, three hours.* Mr. Wong.

229 ADVANCED DRAWING

Problems in sketching, figure drawing, illustration, and perspective drawing. Prerequisite: Art 101, 102. Six studio hours a week. *Credit, three hours.* Mr. Maron.

231, 231S ART APPRECIATION

A course designed to satisfy the need of students for a key to the enjoyment of art. Through illustrated lectures and class discussions, the art of past cultures and modern times is introduced to the student. Not open to art majors. *Credit, three hours.* Miss Sawtelle and Mr. Chrest.

243 BEGINNING ART

A course in the fundamentals of art for others than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.* Mrs. Vilas and Mr. Maron.

258 ELEMENTARY SCULPTURE

An introductory course in modeling and construction of three-dimensional subjects. Emphasis is placed upon the creative phase of sculpturing and upon technical process and techniques. Six studio hours a week. *Credit, three hours.* Staff.

Ed. 286A METHODS IN THE TEACHING OF ART (For K-3 Teachers)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative materials to meet the needs of pupils of different grade levels. Prerequisite: Art 101 or Art 243 or permission of the department. One lecture and four studio hours a week. *Credit, three hours.* Mr. Maron.

345, 346 PRINTMAKING

Fundamentals of printmaking processes: relief, intaglio, planographic, stencil, and mixed media. Prerequisite: Art 101-102 or special permission. *Credit, three or six hours.* Mr. Chrest.

347, 348 BEGINNING PAINTING

A studio course in creative painting in various media including casein, watercolor, oil, and acrylic. Prerequisite: Art 101-102 or special permission. Six studio hours a week. *Credit, three or six hours.* Mr. Maron.

359 HISTORY OF ANCIENT ART

A survey of the significant art of the East and West from prehistoric times to the Renaissance. *Credit, three hours.* Miss Sawtelle.

360 HISTORY OF MODERN ART

A survey of the principal trends of sculpture, painting, and architecture from the Renaissance to the present. *Credit, three hours.* Miss Sawtelle.

362 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six studio hours a week. (Also offered as Home Economics 362.) *Credit, three hours.* Staff.

ED. 386A METHODS IN THE TEACHING OF ART (For Art Majors)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: 12 hours of art. One lecture and four studio hours a week. *Credit, three hours.* Mrs. Vilas.

453, 454 ADVANCED PAINTING

Prerequisite: Art 347, 348. Six studio hours a week. *Credit, three or six hours.* Mr. White.

465 COMMERCIAL ART

A course for the student interested in the nature and application of art materials for the commercial art field. Illustration, fashion drawing, window display, and advertising art are among the projects covered. Prerequisite: Art 101-102. Six studio hours a week. *Credit, three hours.* Mrs. Vilas.

498 SEMINAR.

A study and review group meeting with the staff to consider current problems, advanced techniques, and other problems related to art. Required of all art majors in their senior year. Preparation for the exhibition required of all senior majors is made in this class. *Credit, one hour.* Mr. White.

Students who wish advanced practice and research in special fields — painting, sculpture, design, graphics, art history, etc. — should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

BIOLOGY

Professor J. Yarbrough,¹ *Chairman*; Assistant Professor Eads and Bunn,² and Instructor Taggart. The department offers a major in biology.

Requirements for a Major

Thirty semester hours, including Biology 111, 112, 221, 222, 255, 351 or 366, 364. Other requirements include Chemistry 111, 112, and 221 and mathematics through at least one semester of calculus (Mathematics 211). Education 385 Sc. does not count toward the major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

111, 111S PRINCIPLES OF BIOLOGY

A course presenting the most important biological principles and so relating them that the student can apply them in the ordinary affairs of life. Study of protoplasm, the cell (including sub-cellular constituents), metabolic processes with emphasis on molecular involvement, and the role of green plants and microbes. The position and involvement of vertebrates, emphasizing man, will be included. The principles of genetics and of ecology will be stressed. Three lectures and two laboratory hours a week. *Credit, four hours.* Staff.

112 SURVEY OF LIVING THINGS

A study of representative organisms from the major animal phyla and plant groups will be made. Phylogenetic and ecological relationships will be considered throughout the entire course. Three lectures and two laboratory hours a week. *Credit, four hours.* Staff.

221 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 111, 112. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Yarbrough.

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms are studied as to life history, morphology, physiology, ecology, and economic importance. Field trips may be made to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 111, 112. Two lec-

tures and six laboratory or field trip hours a week. *Credit, four hours.* Mr. Eads.

255 GENETICS

Designed chiefly for a thorough presentation of modern genetic principles with examples from plant and animal breeding. Attempts are also made to apply such information in sociological and psychological considerations and human well-being. The laboratory includes the actual experimental breeding of the fruit fly and the interpretation of data which demonstrates the classical, quantitative, and biochemical theories of genetics. Prerequisite: Biology 111, 112 or its equivalent. Three lectures a week and one two-hour laboratory (optional). *Credit three or four hours.* Mr. Eads.

[351 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals to be dissected in the laboratory. Alternates with 353. Prerequisite: Biology 111, 112; Biology 222 recommended. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

353 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular and nervous systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 351. Prerequisite: Biology 111, 112, Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.* Mr. Eads.

[354 HISTOLOGY]

The first half of the course is devoted to slide preparation, employing plant and animal tissues. The paraffin method is emphasized, with some attention to the celloidin and freezing techniques. The second half consists of a careful microscopic analysis of the common animal tissues. Especially adapted to students preparing to study medicine or nursing or to become technicians. Alternates with 356. Prerequisite: Biology 111, 112 and Chemistry 111, 112. One lecture and six laboratory hours a week. *Credit, three hours.* Mr. Yarbrough.

356 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and

¹On leave Spring semester, 1972-73.

²Acting Chairman, Spring semester, 1972-73

outside readings to show comparative stages in other vertebrates. Alternates with 354. Prerequisite: Biology 111, 112. Two lectures and six laboratory hours a week. *Credit, four hours.* Mr. Eads.

364 MICROBIOLOGY

A general study of bacteria, viruses, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisite: Biology 111, 112 and Chemistry 111, 112 or their equivalents. Two lectures and six laboratory hours a week. *Credit, four hours.* Mrs. Bunn.

366 BIOCHEMISTRY

See Chemistry 366. *Credit, four hours.* Mrs. Bunn.

Ed. 385Sc. or 386Sc. THE TEACHING OF SCIENCE
Credit, three hours. (See page 79.)

Under a plan of interinstitutional cooperation, there are available at North Carolina State University advanced courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman*; Assistant Professor Simmons; and Instructors Sasnett and Young. The department offers majors in business, economics, and a combination business-economics major.

Requirements for a Major in Business

Twenty-four hours exclusive of 231 and 232. The following courses are required: 353, 354, 361, 362, 363, 473, and 483. Business majors must take nine hours of economics, including 221 and 222.

Additional courses are required for students qualifying for a North Carolina teacher's certificate in business.

In addition to course requirements, a major is expected to present evidence of having completed forty hours of approved, paid work experience.

Requirements for a Major in Business-Economics

Eighteen hours in business, including 361, 362, 381, and 484 and eighteen hours in economics, including 221, 222, 385, and 388.

Business

100 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, principles, functions, and services of business; the place of business in society; and trends in business. *Credit, three hours.* Miss Frazier.

231, 232 TYPEWRITING

Development of typewriting skill; application to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for 232: 231 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.* Mrs. Sasnett.

353, 354 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at eighty words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or parallel: Business 231, 232. Business 353 or equivalent is prerequisite for Business 354. *Credit, six hours.* Mrs. Sasnett.

361, 362 ACCOUNTING

Fundamental principles of accounting applied to proprietorships, partnerships, and corporations; analysis of financial statements; introduction to cost and tax records. Business 361 is prerequisite for 362. *Credit, six hours.* Miss Frazier.

363 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, and sales letters; preparation of oral and written business reports. *Credit, three hours.* Miss Frazier.

375 PRINCIPLES OF DISTRIBUTION

A study of the history, policies, and methods of retail distribution; organization and operation of retail institutions; control practices; and personnel management. *Credit, three hours.* Miss Frazier.

376 DISTRIBUTION

Merchandise information, sales promotion, and advertising. *Credit, three hours.* Miss Frazier.

381 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy. *Credit, three hours.* Miss Frazier.

400 BUSINESS INTERNSHIP

Supervised work experience in business offices or merchandising establishments. Planned conferences and programs for improvement. Limited to seniors or advanced juniors (by special permission). Available under the Special Study options listed on page 72. *Credit, three hours.* Miss Frazier.

473 ADVANCED SHORTHAND

Review of shorthand theory, further development of dictation and transcription skills; special attention to mailable transcripts. Prerequisite: Business 353, 354 or equivalent. *Credit, three hours.* Mrs. Sasnett.

483 OFFICE PROCEDURES AND MANAGEMENT

Filing and records management; development of working knowledge of transcribing machines, duplicating machines, calculators, and adding machines. Prerequisite: Business 231 and 232 or equivalent. *Credit, three hours.* Miss Frazier.

484 OFFICE MANAGEMENT

Principles of management applied to offices. Management functions, office organization, personnel relations, automation, and selection and effective use of office equipment and supplies. [Block Course.] *Credit, three hours.* Miss Frazier.

Ed. 386B THE TEACHING OF BUSINESS

See page 79. Methods and materials for teaching business subjects in the secondary school. Attention given to the study of philosophy and objectives of business education and the importance of planning and evaluating. *Credit, three hours.* Miss Frazier.

Requirements for a Major in Economics

Twenty-four hours in economics, including 221 and 222. Majors are urged to take Mathematics 211.

Economics

221, 221S PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organiza-

tion for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.* Mrs. Simmons.

222 PRINCIPLES OF ECONOMICS

A continuation of 221, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 221. *Credit, three hours.* Mrs. Simmons.

355 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protections for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.* Mrs. Simmons.

365 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon trends in employment, labor organizations, and standards in relation to technological change; and labor legislation. (Offered odd-numbered years only.) Prerequisite: Economics 221. *Credit, three hours.* Mrs. Simmons.

366 INTERNATIONAL ECONOMICS

A study of the development of international economic policies: geographic, economic, social, and political factors underlying contemporary international problems; foreign exchange and money flows; economic competition; and the economic and political methods employed by the leading nations. (Offered odd-numbered years only.) Prerequisite: Economics 221. *Credit, three hours.* Mrs. Simmons.

368 PUBLIC FINANCE

A study of the sources of revenue and the principles and methods of taxation and financial administration, fiscal policy, debt management, and the principles governing expenditures. (Offered even-numbered years only.) Prerequisite: Economics 221. *Credit, three hours.* Mrs. Simmons.

375 PRINCIPLES OF DISTRIBUTION

For description see Business 375. May count as credit in economics by students except business majors. *Credit, three hours.*

[377 STATISTICS FOR THE BEHAVIORAL SCIENCES]

Principles of statistics presented in terms of situations

familiar to students of sociology, psychology, political science, economics, or business. Emphasis is on probability and statistical inference through hypothesis testing parameter estimation. Regression and correlation techniques are analyzed. Prerequisite: Mathematics 110 or equivalent. *Credit, three hours.* Mrs. Simmons.

381 BUSINESS LAW

For description see Business 381. May count as credit in economics by students except business majors. *Credit, three hours.*

385 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 221 and 222. *Credit, three hours.* Mrs. Simmons.

388 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. (Available as History 388.) Prerequisite: Economics 221. *Credit, three hours.* Mrs. Simmons.

Students who wish advanced study in business and economics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

CHEMISTRY AND PHYSICS

Associate Professor Horner,¹ *Chairman*; Professor M. Yarbrough²; Assistant Professor Bunn; and Instructor Watkins. The department offers a major in chemistry (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty-two semester hours in chemistry including 111, 112, 221, 222, 351, 352, 498; Physics 221-222, Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-two semester hours in chemistry including 111, 112, 221, 222, 351, 352, 498; one additional course in physical chemistry; at least one semester hour

credit in original laboratory research; twenty-four hours in related subjects including Physics 221-222, Biology III, Mathematics 211, 212, 213, 220 (another advanced level course in mathematics may be substituted for 213 with approval of the Departments of Chemistry and Mathematics); and German 101-102 or proficiency.

Chemistry

111, 112 GENERAL CHEMISTRY

Fundamental concepts of chemistry, including theoretical and descriptive chemistry. Three class hours and three laboratory hours a week. *Credit, eight hours.* Staff.

221, 222 ORGANIC CHEMISTRY

Prerequisite: Chemistry 111, 112. Three class hours and one three-hour laboratory period a week. *Credit, four or eight hours.* Miss Yarbrough.

351 QUANTITATIVE ANALYSIS

Prerequisite: Chemistry 111, 112. A study of volumetric and gravimetric methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Staff.

352 INSTRUMENTAL ANALYSIS

Prerequisite: Chemistry 351. A study of the theory and practice of instrumental methods of analysis. Two class hours and six laboratory hours a week. *Credit, four hours.* Staff.

365 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221-222; Mathematics 201, 202. *Credit, four hours.* Mrs. Horner.

366 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry 221; Biology III. Also offered as Biology 366. Three class hours and one three-hour laboratory a week. *Credit, four hours.* Mrs. Bunn.

367 INORGANIC CHEMISTRY

Prerequisite: Chemistry 111, 112, 351-352. Three class hours and one three-hour laboratory period a week. *Credit, four hours.* Mrs. Horner.

498 SEMINAR

May be taken for credit more than one semester. *Credit, one to three hour(s).*

Physics

221-222 GENERAL PHYSICS

Three class hours and one three-hour laboratory period a week. *Credit, eight hours.* Mrs. Horner.

¹On leave Fall semester, 1972

²Acting Chairman, Fall semester, 1972

[354 HOUSEHOLD PHYSICS]

Two class hours and one three-hour laboratory period a week. *Credit, three hours.* Miss Yarbrough.

Ed. 385 Sc. or 386 Sc. THE TEACHING OF SCIENCE

See page 79. *Credit, three hours.*

Advanced courses in chemistry and physics are also available at other Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

EDUCATION

Professor Reveley, *Chairman*; Associate Professor Dorsett; Assistant Professors Fracker and Allred; and Instructors Ritchie and Wimberley.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject must be selected from the list on page 56. Programs are available for certification as a teacher on the secondary level (grades 10-12); on the intermediate level (grades 4-9); in early childhood education (kindergarten - grade 3); and in art or music (kindergarten - grade 12). See pages 58-61 for details of program.

Education Courses

Educational Psychology (Education 234) is prerequisite to all education courses except Children's Literature.

234F, 234 EDUCATIONAL PSYCHOLOGY

An intensive study of the psychology of learning. A course intended to be basic to the others in the various sequences which give direction to the professionally-trained teacher. One section is especially designed for students who wish to teach in grades K through 3. It will deal with such areas as the physical structure of behavior; the importance of emotional and social bases of learning; theories of learning as they apply to the young child; early intellectual development; directing the learning of the child; provision for individual differences; motivation and learning; needs and drives. *Credit, three hours.* Mr. Reveley and Mr. Fracker.

345 LITERATURE FOR EARLY CHILDHOOD

A study of children's literature appropriate for the pre-school and beginning school child. [Block Course.] *Credit, two hours.* Mrs. Allred and Mrs. Wimberley.

347 CHILD PSYCHOLOGY

A survey of the psychological development of the individual through childhood. *Credit, three hours.* Staff.

348 EARLY CHILDHOOD EDUCATION

The curriculum, activities, and techniques appropriate for teachers of grades K through 3. *Credit, three hours.* Mrs. Wimberley.

354 HUMAN GROWTH AND DEVELOPMENT

Early postnatal life, physical growth and development, development of motor abilities, the language and thought of the child and the adolescent, emotional factors in development, parent-child relationships, social education, mental hygiene, and psychosexual development. *Credit, three hours.* Staff.

355 LITERATURE FOR THE INTERMEDIATE GRADES

An intensive historical review of children's literature, both American and European, for grades 4 through 9.[Block Course.] *Credit, two hours.* Mrs. Allred and Mrs. Wimberley.

367, 367S THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy: the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records and reports. *Credit, three hours.* Mr. Dorsett.

435, 435S FOUNDATIONS OF AMERICAN EDUCATION

The historical and philosophical aspects of American education. [Block Course.] *Credit, three hours.* Mr. Reveley and Mr. Fracker.

439, 439S OBSERVATION AND DIRECTED TEACHING

The purpose of this course is to give the student actual teaching experience. All student teaching is on the block. Student teachers will take advanced courses in education for the first eight weeks of the semester; during the last eight weeks they will be in the classroom for the entire day. A weekly seminar is held. Fee, forty dollars. *Credit, six hours.* Staff.

Note: Student teachers on the early childhood level should take the following courses before the student teaching semester: Education 234, 347, 348. Students teaching on the intermediate level should take the following courses before the student teaching semester: Education 234 and 354. Students teaching on the secondary

level should take the following courses before the student teaching semester: Education 234, 367, and 385 or 386 (Special Methods). Application must be made to the Teacher Education Committee for admission to student teaching; the committee reserves the right to withhold the privilege of student teaching if circumstances warrant.

444 READING FOR EARLY CHILDHOOD

A study of the techniques and skills needed in the teaching of reading in the primary grades. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, two hours.* Mrs. Allred and Mrs. Wimberley.

448 EARLY CHILDHOOD METHODS

A study of materials and methods in the teaching of language arts, mathematics, science, and social studies on the early childhood level. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Wimberley.

454 READING IN THE INTERMEDIATE GRADES

A study of the techniques and skills needed in the teaching of developmental reading in grades 4 through 9; reading in the content areas; principles of remediation. Emphasis on phonics, development of comprehension, and the use of the newer materials and methods. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Wimberley.

457 METHODS OF TEACHING MATHEMATICS AND SCIENCE

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.*

458 METHODS OF TEACHING LANGUAGE ARTS AND SOCIAL STUDIES

For the intermediate level, grades 4 through 9. Directed observation; units of work developed and evaluated; appropriate audio-visual materials emphasized. [Block Course.] *Credit, three hours.* Mrs. Allred and Mrs. Wimberley

466F, 466 MEASURING AND GUIDING ADOLESCENT BEHAVIOR

A consideration of child and adolescent intelligence, aptitude, achievement, interest and personality tests used in the public schools, together with elementary statistical techniques involved in their application. [Block Course.] *Credit, three hours.* Staff.

Special Method Courses

Three semester hours of special methods in the field in which one is planning to teach are expected for a high school certificate; six semester hours may be taken by those who wish a certificate to teach in two fields. Certain other special methods courses are offered for those enrolling in Early Childhood Education and in Intermediate Education. In special methods courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the state course of study. Attention is given to the use of audio-visual materials. Lesson planning, practical demonstration, and actual observation of teaching of the various phases of the programs in the Raleigh City and Wake County Schools constitute a part of the courses. Education 235 is prerequisite to all special methods courses. See department listings for descriptions of each course.

Students who wish advanced study or research in education should consult with the departmental chairman and arrange for it through the Special study options listed on page 72.



ENGLISH AND SPEECH

Professor Rose, *Chairman*; Professor Peacock; Associate Professor Knight; Assistant Professor Page; and Instructors Bamford, Everette, Jones, and Kennihan. The department offers a major in English.

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

Requirements for a Major

Thirty hours in English, including 111, 201, a seminar, and one directed individual study. Twelve hours must be selected from 351, 352, 353, 354, 355, 498, and at least six additional hours from courses numbered above the 200's. No credit in English is given for Education 385E. English 202 is strongly recommended for the English major.

English

111, 111S PRINCIPLES OF WRITING

Credit, three hours. Staff.

201, 201S MAJOR BRITISH WRITERS

Credit, three hours. Staff.

202F, 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.* Staff.

206F, 206 MAJOR AMERICAN WRITERS

Credit, three hours. Staff.

208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours. Mr. Peacock.

233 CREATIVE WRITING

Credit, three hours. Mrs. Jones.

351 OLD ENGLISH

Credit, three hours. Miss Knight.

352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.* Miss Knight.

353, 354 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (353); selected tragedies, "dark" comedies, and late romances (354). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.* Miss Rose.

355 MILTON SEMINAR

Poetry and selected prose. *Credit, three hours.* Miss Rose.

358 ADVANCED GRAMMAR AND COMPOSITION

Credit, three hours. Miss Knight.

359 AMERICAN LITERATURE SEMINAR

Selected topics for study. Prerequisite: English 206 or equivalent. *Credit three hours.*

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of some of the principal twentieth century English and American poets and their works. Supplementary reading and reports required. *Credit, three hours.* Mr. Peacock.

365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.* Miss Knight.

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.* Miss Rose.

[370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY]

A study of selected works (drama, novels, short stories, and essays) by twentieth century English and American authors. *Credit, three hours.* Mr. Peacock.

Ed. 385E THE TEACHING OF ENGLISH

See page 79. [Block Course.] *Credit, three hours.* Mrs. Page.

494 THE TREATMENT OF LITERARY PROBLEMS

Open only to majors in English. *Credit, one hour.* Miss Rose.

498 SENIOR SEMINAR

Open only to majors in English. *Credit, three hours.* Mr. Peacock.

Speech And Theater

221, 221S FUNDAMENTALS OF SPEECH

A general speech course designed to introduce the student to the basic elements of good communication. The course includes units on voice and diction, presentation, organization, and communication theory. *Credit, three hours.* Mrs. Bamford.



226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity will be provided for the students to take part in a reading program for an audience. *Credit, two hours.* Mrs. Bamford.

352 PLAY PRODUCTION

Credit, three hours. Mrs. Bamford.

353 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, simple theater crafts, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.* Mrs. Bamford.

Students who wish advanced study and research in literature, speech, or theater should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72. English majors must exercise this option at least once as research paper experience.

FOREIGN LANGUAGES

Associate Professor Ledford, *Chairman*; Assistant Professors Daniell and Galligan; and Instructors Beza, Morgan, Peaden, Short, and Holt. The department offers majors in French, Latin, and Spanish.

Requirements for a Major

Twenty-four hours above 101-102, including 351-352. Majors in French or Spanish must include 357 and 358. Majors in Spanish must also include 353-354. Latin majors are required to take a course in ancient history. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with new certification requirements, students who plan to teach French or Spanish must take the courses numbered 357 and 358 in the language to be taught. Ed. 386 ML is required of students planning to teach a foreign language, and the course counts as education.

French

101-102 ELEMENTARY FRENCH

A study of the French language through analysis, contact, and use. Grammar, readings of appropriate difficulty, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for French 221-222. A two-hour lab will be required where necessary. *Credit, six hours.* Staff.

221-222 INTERMEDIATE FRENCH

Review of French grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. *Credit, six hours.* Staff.

351, 352 FRENCH LITERATURE AND CIVILIZATION

Selected readings in the main periods of French literature from the beginnings to the contemporary period, with emphasis on culture and civilization. Prerequisite: 221-222 or advanced placement. *Credit, six hours.* Mrs. Galligan.

[353 SEMINAR IN SEVENTEENTH CENTURY]

A literary study of the representatives of French classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.* Mrs. Daniell.

[354 SEMINAR IN EIGHTEENTH CENTURY]

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of eighteenth-century France. *Credit, three hours.* Mrs. Galligan.

355 FRENCH ROMANTICISM

Credit, three hours. Mrs. Daniell.

356 FRENCH REALISM AND NATURALISM

Credit, three hours. Mrs. Daniell.

357 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Galligan.

358 ADVANCED GRAMMAR, COMPOSITION, AND CONVERSATION

Required of majors in French. Sophomores admitted by permission only. *Credit, three hours.* Mrs. Daniell.

361 MODERN FRENCH LITERATURE, 1880-1919

Credit, three hours. Mrs. Daniell.

[493 DEVELOPMENT AND STRUCTURE OF THE FRENCH LANGUAGE]

A survey of the historical development of French from Latin. Readings of works in Old French. Some introduction, through French, to the general field of linguistics. Offered only when the demand is sufficient. *Credit, three hours.* Mrs. Daniell.

German**101-102 ELEMENTARY GERMAN**

Introduction to the German language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for German 221-222. *Credit, six hours.* Mr. Morgan.

221-222 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. *Credit, six hours.* Mr. Morgan.

Latin**101-102 ELEMENTARY LATIN**

A course for beginners entailing the fundamentals of the language. *Credit, six hours.* Miss Short.

221-222 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.* Miss Short.

351, 352 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: 221-222 or advanced placement. *Credit, six hours.* Miss Short.

361, 362 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the pre-registered students. **THIS COURSE MAY BE TAKEN ON MULTIPLE OCCASIONS.** Prerequisite: 351-352 or instructor's permission. *Credit, six hours.* Miss Short.

Spanish**101-102 ELEMENTARY SPANISH**

Introduction to the Spanish language through analysis, contact, and use. Grammar, graded readings, and oral emphasis. Open to students who offer less than two units for entrance and to students who cannot qualify for Spanish 221-222. *Credit, six hours.* Staff.

221-222 INTERMEDIATE SPANISH

Review of Spanish grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; practice in the oral and aural skills. Prerequisite: 101-102 or a minimum of two units in high school. *Credit, six hours.* Staff.

351, 352 SPANISH LITERATURE AND CIVILIZATION

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 353-354. Prerequisite: 221-222 or advanced placement. *Credit, six hours.* Mr. Ledford.

[353, 354 SPANISH-AMERICAN LITERATURE AND CIVILIZATION]

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 351-352. *Credit, six hours.* Mr. Ledford.

357 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden.

358 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.* Miss Peaden.

491 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.* Mr. Ledford.

[492 MODERN SPANISH DRAMA]

Open to seniors and to others by special permission. Alternates with Spanish 494. *Credit, three hours.* Mr. Ledford.

494 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 492. *Credit, three hours.* Mr. Ledford.

Ed. 386 ML THE TEACHING OF FOREIGN LANGUAGES

See page 79. *Credit, three hours.*

Students desiring study abroad may obtain appropriate credit either by summer study or a year abroad in affiliation with an approved institution.

Advanced German not taught at Meredith is available at North Carolina State University and Shaw University. Russian is available at St. Augustine's, North Carolina State, and Shaw. Italian is offered at North Carolina State University. Students desiring additional work in French and Spanish not offered at Meredith may enroll in courses offered through the program of institutional cooperation.

Students who wish advanced study in any of the foreign languages should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Assistant Professor Massey, *Chairman*; Assistant Professor Allen; Instructors Archer, Stevens, and Vandiver; and Huggins, *Director of Equitation.*

Theory: Health Education**01,101S CONTEMPORARY HEALTH ISSUES**

A fundamental course in the principles and problems of personal hygiene. The course includes discussions based upon student health problems and interests and instruc-

tion based upon today's health problems of college students. Two class hours a week for one semester. *Credit, one hour.*

Ed. 373 H.Ed. MATERIALS AND METHODS OF HEALTH EDUCATION FOR THE CLASSROOM TEACHER

A course designed to furnish prospective K-3 teachers with information and ideas to be of help in planning, teaching, and evaluating classroom health instruction. Opportunities are given for lesson planning and teaching of health in the K-3 grade levels. *Credit, two hours.*

H. Ed. 374 CURRENT HEALTH PROBLEMS AND NEEDS OF CHILDREN IN GRADES 4-9

A course designed to provide factual information and a general understanding of health needs of this age group. Special emphasis on developing and strengthening better attitudes toward health. Familiarizing prospective teachers with current trends and problems associated with grades 4-9 such as sex education, alcohol, drugs, and safety. *Credit two hours.*

Theory: Physical Education**Ed. 383 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE K-3 CLASSROOM TEACHER**

A course designed to prepare the prospective K-3 classroom teachers for teaching physical education at these age levels. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in these grades. *Credit, two hours.*

Ed. 384 P.Ed. MATERIALS AND METHODS OF PHYSICAL EDUCATION FOR THE INTERMEDIATE GRADES

A course designed to prepare the prospective teacher in the intermediate grades for teaching physical education. Opportunities are given for observation, lesson planning, teaching and evaluating physical education in grades 4-9. *Credit, two hours.*

Activity: Physical Education and Recreation

Each student is required to take four semesters of physical education (four credit hours). She may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirement (four credit hours), she may elect physical education for one semester hour credit each semester up to a maximum of four additional credit hours.

84 / COURSES OF STUDY

Health, Physical Education, and Recreation

Students may take an activity more than once by moving into the next level. A student may repeat a course at the same level only with special permission granted by the departmental chairman after consultation with the student and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester.

AQUATICS

- 110 **Swimming I** - for non-swimmers
- 210 **Swimming II** - must be able to swim in deep water.
- 311 **Senior Life Saving** - for strong swimmers to qualify for Red Cross Senior Life Saving Certificate.
- 312 **Water Safety Instructor** - Prerequisite: current Red Cross Senior Life Saving Certificate.
- 113 **Synchronized Swimming I** - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.
- 313 **Synchronized Swimming** - Performing Group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus try out.

CONDITIONING

- 120 **Conditioning** - includes jogging and activities for muscle tone, weight and figure control. Requires approval of college physician.

EQUITATION

Before being permitted to ride a student must sign the release form available in the business office. Those who wish to board horses must make arrangements through the Director of Equitation. Students who wish to participate in organized hunts make arrangements through the Director of Equitation.

- 130 **Equitation I (Beginner)*** - balance seat: suitable for hunting, dressage, three-day events, and combined training and hacking.
- 230 **Equitation II*** - Prerequisite: P.E. 130 or equivalent.

- 330 **Equitation III*** - Prerequisite: P.E. 230 or equivalent.
- 131 **Equitation I (Beginner)*** - saddle pleasure horse seat: suitable for showing and hacking.
- 231 **Equitation II*** - Prerequisite: P.E. 231 or equivalent
- 331 **Equitation III*** - Prerequisite: P.E. 231 or equivalent

INDIVIDUAL SPORTS

- 140 **Archery**
- 141 **Badminton I (Beginner)**
- 241 **Badminton II** - Prerequisite: P.E. 141.
- 142 **Bowling I*** - (taught at Western Lanes).
- 242 **Bowling II*** - Prerequisite: P.E. 142 or equivalent.
- 143 **Golf I***
- 243 **Golf II** - Prerequisite: P.E. 143 or equivalent.
- 144 **Gymnastics I** - must be able to do forward roll and support body weight on hands.
- 244 **Gymnastics II** - Prerequisite: P.E. 144 or consent of instructor.
- 146 **Tennis I (Beginner)**
- 246 **Tennis II** - Prerequisite: P.E. 146 or equivalent.
- 346 **Tennis III** - Prerequisite: P.E. 246 or equivalent.
- 147 **Snow Skiing*** - taught between semesters (French Swiss Ski College, Boone, North Carolina).

RHYTHMIC ACTIVITIES

- 151 **Ballet**
- 152 **Folk and Square Dance**
- 153 **Modern Dance I**
- 253 **Modern Dance II** - Prerequisite: P.E. 153 or equivalent
- 353 **Modern Dance** - Performing Group

TEAM SPORTS

- 161 **Basketball**
- 164 **Volleyball**

*Special fee

VARSITY SPORTS

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

470 Badminton

471 Basketball

473 Swimming

474 Tennis

475 Volleyball

Students who wish special, individual or group, study in Health, Physical Education, or Recreation should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

HISTORY AND POLITICAL SCIENCE

Professor Lemmon, *Chairman*; Professors Burris and F. Grubbs; Associate Professor Gates; Assistant Professors C. Grubbs and Parramore; and Instructor Fairchild. The department offers majors in history, American civilization, and non-western civilizations.

Requirements for a Major In History

A major in history consists of twenty-seven hours, chosen from at least two fields (as American, European, Asian), including one course numbered 100, one course numbered 200, 330, and a seminar in history. Major professor, Miss Lemmon.

Requirements for a Major In American Civilization

A major in American civilization consists of thirty-six hours, with a minimum of eighteen hours in American history, including 330 and a seminar in history and a minimum of fifteen hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European and/or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major In Non-Western Civilizations

A major in non-western civilizations consists of thirty-six hours, with a minimum of eighteen hours in history, including 330, 346, and a seminar in history, and also nine hours selected from History 101, 102, and non-western courses; and a minimum of fifteen hours in related fields

such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

History

101 INTRODUCTION TO THE ORIGINS OF WESTERN CIVILIZATION TO 1750

A study of major elements of civilization from pre-historic to approximately 1750. *Credit, three hours.* Staff.

102 INTRODUCTION TO THE DEVELOPMENT OF WESTERN CIVILIZATION SINCE 1750

A study of the rise of modern states in the Western World, the age of revolutions, the rise of nationalism, imperialism, and the crises of the twentieth century. *Credit, three hours.* Staff.

205 INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Brief investigations of Middle East, African, East and South Asian civilizations, with emphasis on cultural patterns as differing from western civilization. *Credit, three hours.* Mrs. Gates.

251 INTRODUCTION TO AMERICAN HISTORY TO 1876

Emphasis will be placed on the period since the Revolution. *Credit, three hours.* Mr. Grubbs and Miss Lemmon.

252 INTRODUCTION TO AMERICAN HISTORY SINCE 1876

Emphasis will be placed on the twentieth century. *Credit, three hours.* Mr. Grubbs and Miss Lemmon.

301 ANCIENT CIVILIZATIONS

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman periods. *Credit, three hours.* Mrs. Grubbs.

310 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.* Mrs. Grubbs.

330 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials; field trips to nearby archives; analysis and organization of materials. A research paper is required. Offered each semester. *Credit, three hours.* Staff.

345 HISTORY OF SOUTH ASIA

Emphasis will be placed on India and Pakistan, with some consideration of their cultural and political relations with China. *Credit, three hours.* Mrs. Gates.

346 ASIAN CIVILIZATION

A multidisciplinary course cooperatively taught by lecturers in anthropology, economics, geography, religion, fine arts, and history. *Credit, three hours.* Coordinator, Mrs. Gates.

[349 EUROPEAN INTELLECTUAL HISTORY]

An inquiry into European thought since the mid-eighteenth century. *Credit, three hours.* Mr. Parramore.

350 MAIN CURRENTS OF MODERN EUROPEAN HISTORY

Inquiry into the present European situation and its historical roots. *Credit, three hours.* Mr. Parramore.

351 COLONIAL AMERICAN CULTURE (1000-1783)

A study of the Colonial origins of American institutions; Colonial society, the racial make-up of the Colonies; and the Revolutionary Period. *Credit, three hours.* Mr. Grubbs.

369 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, 1815-1914

A critical analysis of the growth of American national characteristics, transcendentalism and pragmatism, the impact of science and religion on American thought, and the ideologies of reform. *Credit, three hours.* Miss Lemmon.

370 HISTORY OF THE SOUTH

A topical study of the South with emphasis on the nineteenth century. *Credit, three hours.* Miss Lemmon.

388 HISTORY OF ECONOMIC THOUGHT

See Economics 388. May count as credit in history by students except business and economics majors. *Credit, three hours.*

390 AMERICAN FOREIGN AFFAIRS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.* Mr. Grubbs.

445 SEMINAR IN HISTORY

It is recommended that students have had research experiences before registering for the seminar. *Credit, three hours.* Staff.

Ed. 386 S.S. THE TEACHING OF HISTORY AND SOCIAL STUDIES IN THE SENIOR HIGH SCHOOLS

Required for secondary teacher certification. May not be counted toward a major. *Credit, three hours.* Mrs. Grubbs.

400 COMMUNITY INTERNSHIP IN HISTORICAL OCCUPATIONS

An introduction to careers in historic sites, museums, and publications chiefly under the supervision of the North Carolina Department of Archives and History. Other activities may be developed. May not be counted toward a major. Prerequisite: six hours of United States history, with junior or senior standing. *Credit, three hours.* See the chairman about details.

Political Science

201 AMERICAN NATIONAL GOVERNMENT

A study of the constitutional basis of the national government, the role of the Presidency, Congress, and the courts in the determination of national policy, and the impact of parties, interest groups, and voters on the political system. *Credit, three hours.* Mrs. Fairchild.

204 MODERN POLITICAL SYSTEMS

A comparison of the governments of the major world powers. *Credit, three hours.* Mrs. Fairchild.

301 POLITICAL PARTIES AND PRESSURE GROUPS IN THE UNITED STATES

Credit, three hours. Mrs. Fairchild.

302 STATE AND LOCAL GOVERNMENTS IN THE UNITED STATES

Emphasis will be placed on North Carolina. *Credit, three hours.* Mrs. Fairchild.

378 INTRODUCTION TO RESEARCH

For description, see Sociology 378. May count as credit in political science by students except majors in sociology and psychology. *Credit, three hours.*

Courses are also available at Cooperating Raleigh Colleges in African, Far Eastern, French, German, Middle Eastern, and Russian history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the Special Study options listed on page 72.

HOME ECONOMICS

Assistant Professor Stuber, *Chairman*; Assistant Professor Miller; Instructors Bennett, Friedrich¹ Gresham, Johnson, and O'Connor; and Consultant Van De Veer. The department offers a major in home economics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Thirty hours in home economics, including Home Economics 100, 104, 352, 355, 360, and 493, are required for all majors.

BACHELOR OF SCIENCE

Thirty hours in home economics, including Home Economics 100, 104, 351, 352, 355, 358, 360, and 493. Twenty-two semester hours in related subjects, including Chemistry 111 and 112; Biology 111 and 112; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (microbiology, organic chemistry, and genetics are recommended).

Students majoring in home economics may earn teacher certification in any of the following areas: (1) K-3, (2) 4-9, (3) Secondary education.

100 ART IN COSTUME

The application of art principles to clothing selection and costume design. Emphasis on personal appearance. *Credit, one hour.* Mrs. O'Connor.

101, 101S BEGINNING CLOTHING CONSTRUCTION

Basic principles of clothing construction using commercial patterns. Introduction to occupational clothing. Two lectures and four hours of laboratory. *Credit, three hours.* Mrs. O'Connor.

104F, 104 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.* Miss Bennett.

223 ADVANCED FOODS AND COOKERY

A study of the principles and processes in the preparation and preservation of food, and a consideration of the time and money values involved. Prerequisite: Home Economics 104 or special permission of the head of the department. Two lectures and four hours of laboratory. *Credit, three hours.* Miss Bennett.

224 FLAT-PATTERN DESIGNING

Creative designing using the flat-pattern method. Prerequisite: Home Economics 100 and 101 or 353. One lecture and five hours of laboratory. *Credit, three hours.* Mrs. Miller.

332 HUMAN GROWTH AND DEVELOPMENT

See Education 354. *Credit, three hours.*

347 CHILD PSYCHOLOGY

See Education 347. *Credit, three hours.*

351S NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. *Credit, three hours.* Miss Bennett.

352F, 352 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Introduction to occupational foods. Prerequisite: Home Economics 104. Two lectures and four hours of laboratory. *Credit, three hours.* Miss Bennett.

353 TAILORING

A detailed study of selections, fitting, and construction of tailored wool garments. Prerequisite: Home Economics 100 and 101 or proficiency. One lecture and five hours of laboratory. *Credit, three hours.* Mrs. Miller.

355 CONSUMER ECONOMICS

See Economics 355. *Credit, three hours.* Mrs. Simmons.

356F, 356 CHILD DEVELOPMENT

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Introduction to occupations. Two lectures and three hours of laboratory. *Credit, three hours.* Mrs. Stuber and Mrs. Van DeVeer.

358 TEXTILES AND CLOTHING

The study of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Buying clothing for the family. *Credit, three hours.* Mrs. Miller.

360F, 360 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as

¹On leave, 1972-73.

related to successful marriage and family living. *Credit, three hours.* Mrs. Stuber.

362F, 362 INTERIOR DESIGN

A course to familiarize the student with historical and contemporary home furnishing and decoration. Studio problems in interior design. Six hours a week. (Also offered as Art 362.) *Credit, three hours.* Mrs. Miller.

363 HOUSING AND EQUIPMENT

A study of house planning, including floor plans, site, cost, legal matters, and landscaping. The selection, care of and use of common types of household equipment. *Credit, three hours.* Mrs. Miller.

364F, 364 HOUSEHOLD FURNISHINGS LABORATORY

An opportunity to develop some skill in making draperies and bedspreads and in refinishing and reupholstering furniture. Introduction to occupations. *Credit, three hours.* Mrs. Miller.

Ed. 386 H.Ec. METHODS OF TEACHING HOME ECONOMICS

Credit, three hours. Mrs. Stuber.

389, 389S HOME MANAGEMENT AND CONSUMER EDUCATION

A study in the use of human and material resources of the home to promote family interest and welfare. Procedures for the management of time, energy, money, and materials. Problems in consumer buying and money management. *Credit, two hours.* Mrs. Gresham.

493, 493S HOME MANAGEMENT—RESIDENCE

Prerequisite or parallel: Home Economics 389 (home management). Residence for students in groups in the Ellen Brewer House. *Credit, three hours.* Mrs. Gresham.

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

MATHEMATICS

Associate Professor Davis, *Chairman*; Assistant Professor Preston; and Instructors Bouknight, Spooner, Taylor, and Fish. This department offers a major in Mathematics (A.B. or B.S.).

Requirements for a Major

BACHELOR OF ARTS

Twenty-four hours in mathematics above the 100 level, including 211, 212, 213, 220, and 321. Mathematics 499 is

recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112 or Physics 221-222 are recommended.

BACHELOR OF SCIENCE

Thirty-three hours in mathematics above the 100 level, including 211, 212, 213, 220, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221-222; five courses chosen from the areas of natural science, economics (not offered to satisfy area distribution requirements), computer science or statistics; and proficiency through the beginning level in French or German. (For the student with career interest in mathematics related to the biological or life sciences, Biology 111 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of thirty hours of credit in mathematics, including the 100 level.

Advanced Placement In Mathematics

Upon entering Meredith, a student may be placed in 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test and her performance on a departmental placement test. Each year during orientation, the department gives tests in algebra, trigonometry and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon the presentation of satisfactory scores on the proper examination.

FOUNDATIONS

100F, 100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Topics included are set theory, numeration systems, abstract mathematical systems, laws of logic, geometry, and probability. Does not count in credits for a major. *Credit, three hours.* Staff.

ANALYSIS**110F, 110 ELEMENTARY FUNCTIONS**

Topics included are the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. (Does not count in credits for a major.) *Credit, three hours.* Staff.

211, 211S INTRODUCTORY CALCULUS

The purpose of this course is to introduce the ideas of derivatives and integrals with their principal interpretations and interrelations and to develop the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.* Staff.

212F, 212 MATHEMATICAL ANALYSIS I

The course covers a continuation of the calculus of functions of one variable and introduces multivariable calculus. *Credit, three hours.* Staff.

213, 213S MATHEMATICAL ANALYSIS II

A continuation of 212 with a study of the theory and techniques of the calculus. Prerequisite: 220. *Credit, three hours.* Staff.

314 ADVANCED MULTIVARIABLE CALCULUS

The differential and integral calculus of Euclidean 3-space, using vector notation, leading up to the formulation of solution (in simple cases) of the partial differential equations of mathematical physics. Prerequisite: 213. *Credit, three hours.* Staff.

410, 411 ADVANCED CALCULUS I AND II

Topics include the real numbers, complex numbers, set theory, metric spaces, Euclidean spaces, continuity, differentiation, the Riemann-Stieltjes integral, and series. *Credit, three hours.* Mr. Davis.

ALGEBRA**220F, 220 LINEAR ALGEBRA**

A study of vector spaces and linear transformation, matrices, and determinants. *Credit, three hours.* Staff.

321, 321S MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. *Credit, three hours.* Mrs. Spooner.

GEOMETRY**334 MODERN COLLEGE GEOMETRY**

This course is designed to differentiate and compare

metric and non-metric absolute and Euclidean geometry with emphasis given to the metric approach. Also, an introduction is given to hyperbolic geometry, one of the non-Euclidean geometries. Prerequisite: four semesters of math above 100. *Credit, three hours.* Mrs. Taylor.

STATISTICS**240 INTRODUCTION TO PROBABILITY AND STATISTICS**

Topics include probability as a mathematical system, random variables and their distributions, limit theories and topics in statistical inference. Prerequisite: 211. *Credit, three hours.* Mrs. Bouknight.

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Topics include estimation, decision theory, testing hypotheses, relationships in a set of random variables, and linear models and design. *Credit, three hours.* Mrs. Bouknight.

Ed. 386M METHODS OF TEACHING SECONDARY MATHEMATICS

(Does not count in credits for a major.) *Credit, three hours.* Mrs. Bouknight.

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: Senior standing. *Credit, three hours.* Staff.

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, in intermediate and advanced differential equations, in history of mathematics, in boundary value problems, in numerical analysis, in computer science, and in statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

MUSIC

Associate Professor D. Lynch, *Chairman*; Professor Pratt; Associate Professor Donley; Assistant Professors Garriss, Clyburn, and Haeseler; Instructors Lamb and Sullivan; and Special Instructors Anderson, Beyer, Daugherty, Farrington, Gilmore, Ham, E. Kort, S. Kort, M. Lynch, Powell, Schlageter, Webb, and Whisnant. The department offers majors in music (A.B.), music education, and applied music (Mus. B.).

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the

work. An audition and personal interview with members of the music faculty are necessary prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (page 56). The student must take at least 76 semester hours in liberal arts and science subjects other than music—44-56 hours in prescribed subjects and area distribution requirements (pages 54-56), and 20-32 hours in electives. The student must take at least 48 hours in music as follows:

Music courses.....	29
Theory 101, 102, 221, and 222	16
Introduction to Music 226.....	3
History of Musical Styles and Structures 363, 364	8
Seminar 492	2
Applied music and electives	19
Minimum in applied music.....	8
Electives	11
(Applied music, music literature, theory, music education, or ensemble)	

Bachelor of Music

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts. Requirements for the degree as outlined below are planned with this aim.

LIBERAL ARTS AND SCIENCES 44-46

Prescribed subjects

English composition.....	3
A three-hour course in major British authors.....	3
Foreign language	0-12

Each student will be required to demonstrate a proficiency in one language comparable to that attained by the end of her first college year of the language except that applied music majors in voice must attain proficiency at

that level in two of the following: French, German, or Italian.

Religion	6
A six-hour introduction to the Old and New Testaments or	
A three-hour introduction to Biblical literature and one advanced three-hour course	
Physical education	4
Freshman colloquium	1
Area distribution requirements in addition to prescribed subjects	
Subjects in natural sciences and mathematics area.....	3-4
Subjects in social sciences area.....	6
Electives in subjects other than music.....	5-18*
Music courses	27
Theory 101, 102, 221 and 222	16
Introduction to Music 226.....	3
History of Musical Styles and Structures 363, 364	8
Piano proficiency	

Additional Requirements for Applied Music Major

REQUIREMENTS FOR A MAJOR IN

<i>APPLIED MUSIC</i>	53
Music Literature 231, 232.....	2
Teaching of Applied Music 357, 358	4
Seminar 492	2
Electives in music.....	15**
At least 6 hours must be music courses; no more than 9 hours may be applied music.	
Organ majors must take Counterpoint 351, 352, and Service Playing 495, 496.	
Applied Music.....	30
A minimum of 24 hours must be in principal applied study, four in secondary applied study (ies),*** and two in Ensemble.	

Additional Requirements for Music Education Major

<i>REQUIREMENTS FOR A MAJOR IN MUSIC EDUCATION</i>	53
Education 231	3

* Music education majors should keep in mind that North Carolina teacher certification requirements specify the following areas:

Social sciences—6 hours (to total 12 including history and at least 2 of the following: anthropology, economics, geography, political science, and sociology)

Natural sciences—3-8 (to total 6-8 hours)

Mathematics —0-3 (to total 3 hours).

** A maximum of 4 hours credit for ensemble will be counted toward the 124 hours minimum required for graduation.

*** Students whose principal applied study is not piano must attain the level of Piano 100 for at least one semester.

Materials and Methods for Teaching Music in Grades K-6 Ed. 385 Mus.	3
Materials and Methods for Teaching Music in Grades 7-12 Ed. 386 Mus.	3
Education courses according to needs of student 6	
Education 495	6
Orchestration 494	2
Applied Music	30
Including the following 12 hours and proficiencies:	
Winds and Percussions 365, 366	4
Strings 367, 368	4
Conducting 497, 498	4
Non-singers—proficiency of freshman voice	
Non-pianists—proficiency of freshman piano	
Principal applied—sufficient to make 4 appear- ances on student recitals and a partial senior recital.	

Equipment and Facilities

The Department of Music is housed in Jones Hall, constructed in 1950. Seven grand pianos, thirty-two upright pianos, two three-manual concert organs, three two-manual organs, and numerous orchestral instruments furnish ample equipment for effective teaching. The record library contains 2,200 recordings. Many scores and listening facilities are also available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that he puts into action his musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors appear at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program appear at least once each semester (except the first semester of the freshman year) in student recitals and present a partial junior recital and a full graduation recital.

Piano Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations¹ Music education majors must pass piano proficiency before student

teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and Department of Music convocations are held Thursday afternoons. All majors, as well as all college students registered for two or more hours of applied music, are required to attend.

Concerts

Each year the Meredith Cultural Affairs Committee and the Department of Music bring to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 80 per cent of the many musical programs offered on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory, and education.

Preparatory Division

Through a large Preparatory Division, the Department of Music provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the Preparatory Division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

THEORY

101, 102 ELEMENTARY THEORY

Introduction to the theory of music with emphasis upon the melodic, rhythmic, and harmonic structure of music and the development of musicianship. Prerequisite: Theory 101 before 102. Five class hours weekly. *Credit, four hours each semester.* Mr. Lamb.

¹These students must attain the level of Piano 100 for at least one semester.

221, 222 ADVANCED THEORY

A continuation of Theory 101 and 102. Review of harmonic practice followed by a study of modulations, seventh chords, chromatic alterations as exemplified in the works of major baroque, classic, and romantic composers. Prerequisites: Theory 102 before 221; 221 before 222. Five class hours weekly. *Credit, four hours each semester.* Mr. Lamb.

233 MUSIC FUDAMENTALS

A study of pitch, scales, keys and key signatures, rhythm and time signatures, rhythmic reading, and elementary chords and their functions. Melodic, harmonic, and rhythmic dictation and basic keyboard harmony included. Not open to students who have completed Theory 101 but may be required of music majors not yet ready for 101. *Credit, three hours.* Miss Haeseler and Mrs. Lynch.

351, 352 COUNTERPOINT

Strict counterpoint in all five species and a study of the medieval modes. Prerequisites: Theory 222 before 351 and 351 before 352. *Credit, two hours each semester.*

491 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments, following largely the inclination of the student. Prerequisite: Theory 102. *Credit, two hours.* May be repeated for credit. Mr. Lamb.

494 ORCHESTRATION

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Prerequisite: Theory 222. *Credit, two hours.* Mrs. Garriss.

495, 496 SERVICE PLAYING

Basic problems and techniques of playing for religious services of all denominations. *Credit, one hour each semester.* Staff.

HISTORY AND LITERATURE**226 INTRODUCTION TO MUSIC**

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.* Mrs. Kort.

231, 232 MUSIC LITERATURE

A continuation of the principles of learning and listening to music related to music history. Emphasis is placed on music of the twentieth century. *Credit, one hour each semester.* Mr. Lamb.

363, 364 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in western civilization, relating music to a historical context. Analysis of music of various periods as well as student compositions in various period styles. Five class hours weekly. *Credit, four hours each semester.* Mr. Lynch.

492 SEMINAR

Research in problems related to music literature, theory or performance, selected by individual students or by the class. *Credit, two hours.* Mr. Lynch.

MUSIC EDUCATION**Ed. 286 MUS. GRADED MATERIALS AND METHODS**

Designed to lead toward an understanding of the presentation of singing, rhythmic, instrumental, listening, and creative activities to the child in grades K through 3, the course is presented through a sequence of related activities. Not open to students who have completed Ed. 385 Mus. Prerequisite: Music 233 or permission of the instructor. *Credit, three hours.* Miss Haeseler.

357, 358 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involves teaching beginning and intermediate students each semester. *Credit, two hours each semester.* Staff.

365, 366 WIND AND PERCUSSION INSTRUMENTS

Techniques of playing and teaching important woodwind, brass, and percussion instruments. *Credit, two hours each semester.* Miss Haeseler.

367, 368 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin including teaching methods. *Credit, two hours each semester.* Mrs. Garriss.

Ed. 385 MUS. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-6

Survey of the materials and methods for the presentation of singing, rhythmic, instrumental, creative, and listening activities to the child in grades K through 6. Prerequisite: Theory 102. *Credit, three hours.* Miss Haeseler.

Ed. 386 Mus. MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the development characteristics of adolescents with special attention to boys' changing voices, the general music class including the unit method of study,

rehearsal techniques, classroom management problems. *Credit, three hours.* Miss Haeseler.

497, 498 CONDUCTING AND CHORAL LITERATURE

Essentials in conducting including choral literature, rehearsal techniques and vocal arranging. Three class hours weekly. *Credit, two hours each semester.* Miss Haeseler.

ENSEMBLES

All music majors are required to participate in an ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble.¹ *Credit, one hour each semester.* Staff.

Instrumental Ensemble

Rehearsal and performance of works taken from the standard ensemble literature; open to all qualified students by arrangement with members of the music faculty. *Credit, one hour each semester.* Mrs. Garriss.

Vocal Ensemble

Rehearsal and performance of literature covering material from all musical periods and styles. Open only to qualified members of the Meredith Chorale. *Credit, one hour each semester.* Miss Donley.

Chorus

Two semesters required for all students majoring in music. Open to all students without audition. The chorus provides music for various college functions and gives concerts on and off campus. Attendance at three one-hour rehearsals each week and at all performances required. *Credit, one hour each semester.* Mrs. Farrington.

Meredith Chorale

A select group of about thirty-five singers who represent the College on campus and on tour. Admission by audition only. Attendance at three hours of rehearsal weekly and at all performances required. *Credit, one hour each semester.* Mrs. Sullivan.

Piano Ensemble

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.* Staff.

Orchestra

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting. Symphony orchestra experience is encouraged by participation by qualified

students in the North Carolina State University Symphony and in the Duke University Symphony Orchestra. *Credit, one hour each semester.* Mrs. Garriss, coordinator.

Accompanying

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. The semester's work may be in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved should not exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

Applied Music

A student in the Department of Music who wishes to take part in public programs must receive permission from her respective teachers in advance.

Each course in applied music requires the following amount of weekly practice time: six hours per week for the first hour's credit and three hours per week for each additional credit hour. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	6
2	2	9
3	2	12
4	2-3	15

Piano

Mr. Pratt, Mr. Clyburn, Mrs. Beyer, Mrs. Daugherty, Mrs. Ham, Mrs. Kort, Mr. Kort.

The materials used for technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 100.

Functional piano (for the classroom and in preparation for Piano Proficiency) is available in group instruction at the 00 (00C) and 100 (100C) levels.

00 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

¹Note restriction on ensemble credits, page 90.

100 FRESHMAN PIANO

Bach *Inventions, Preludes, Suites; Sonatas* of the difficulty of the Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

200 SOPHOMORE PIANO

Bach *Sinfonias, Well-Tempered Clavier, Suites, Partitas*; Haydn, Mozart, and Beethoven *Sonatas*; Chopin works of modern difficulty; other classical, romantic, impressionistic, and contemporary composers.

400 SENIOR PIANO

Bach *Well-Tempered Clavier, Chorale-Preludes*, and larger works; *Sonatas* of greater difficulty; *Concerti*; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Mr. Lynch, Miss Haeseler, Mrs. Lynch, Mr. Powell, Mrs. Webb.

100 FRESHMAN ORGAN

Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechlein*, Dupre *Seventy-Nine Chorales*, works of comparable difficulty from all periods; hymn playing.

200 SOPHOMORE ORGAN

Bach *Preludes and Fugues* of the first master period, *Chorale Preludes, Trio Sonatas*; works of Mendelssohn, Franck, and other romantics; selected twentieth-century and pre-Bach repertoire; accompanying.

300 JUNIOR ORGAN

Bach, smaller works of the mature master period; selected romantic works of French and German composers; twentieth-century works of comparable difficulty to Hindemith *Sonatas*; larger works of early Baroque.

400 SENIOR ORGAN

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque, larger twentieth-century compositions.

Violin

Mrs. Garriss

100 FRESHMAN VIOLIN

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

200 SOPHOMORE VIOLIN

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

300 JUNIOR VIOLIN

Technical work continued; études by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

400 SENIOR VIOLIN

Scales in third and octaves; études by Rode and Gaviniès; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses in instruments other than those listed above are in some cases available upon request when qualified instruction is available by members of the departmental faculty. Under the interinstitutional cooperation plan, lessons in instruments such as flute, trumpet, and clarinet are available at North Carolina State University. Credit is given on the same basis as other applied music.



Voice

Miss Donley, Mrs. Sullivan, Mrs. Farrington, Mrs. Schlageter, Mrs. Whisnant.

00 PREPARATORY VOICE

A maximum of six semester hours of this work for credit permitted.

100 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

200 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

300 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

400 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory should include four arias from operatic literature; four arias from oratorio literature; twenty songs from the classic and romantic literature; twenty songs from modern literature.

Students who wish advanced study in music should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72. Courses are also available in music through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Associate Professor Blanton, *Chairman*; Associate Professor Mason, and Assistant Professor Sutherland. The department offers a major in psychology.

Psychology 221 is a prerequisite for all other courses.

Requirements for a Major

A minimum of twenty-four semester hours including 221, 222, and 378 or their equivalents and one course taught as a seminar.

221, 221S GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior including such topics as growth and development, motiva-

tion, emotion, learning and thinking, and individuality and personality. *Credit, three hours.* Staff.

222 EXPERIMENTAL PSYCHOLOGY

An introduction to the literature and techniques of experimental psychology, including such areas as sensory processes, perception, conditioning, and problem solving. Quantitative treatment of data. Each student designs and conducts an experiment. Two lectures and one two-hour laboratory. *Credit, three hours.* Staff.

232 MENTAL HEALTH

Basic characteristics of healthy development and the dynamics of adjustment and constructive behavior in response to stress, frustration, conflict and other thwarting situations. *Credit, three hours.* Staff.

234, 234S EDUCATIONAL PSYCHOLOGY

See Education 347 for description.

347 CHILD PSYCHOLOGY

See Education 347 for description. A student may receive psychology credit for this course or 354 but not for both.

351 BEHAVIOR DISORDERS

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, alcoholism, and drug addiction. *Credit, three hours.* Staff.

354 HUMAN GROWTH AND DEVELOPMENT

See Education 354 for description. A student may receive psychology credit for this course or 347 but not for both.

355 SOCIAL PSYCHOLOGY

The interaction of the individual and society. Topics include development and change of attitudes, interpersonal relationships, leadership and group dynamics. *Credit, three hours.*

358 THEORIES OF PERSONALITY

A seminar in major contemporary theories of personality. Theories are evaluated in light of research findings. *Credit, three hours.* Staff.

378 INTRODUCTION TO RESEARCH

See Sociology 378 for description.

466F, 466 MEASURING AND GUIDING ADOLESCENT BEHAVIOR

See Education 466 for description.

Students who wish individual study in history and systems of psychology or a combination of individual study and supervised field learning in an agency offering psychological services should consult with the

departmental chairman and arrange for it through the Special Study options listed on page 72.

RELIGION AND PHILOSOPHY

Professor Crook, *Chairman*; Professors McLain and Cochran; Assistant Professor Littleton; and Instructor Harris. The department offers a major in religion.

Requirements for a Major

Twenty-four hours, including Religion 387.

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 or Religion 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. *Credit, six hours.* Staff.

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible; the literature and history of the Hebrews; the ministry of Jesus; and the early church. *Credit, three hours.* Staff.

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.* Mr. McLain.

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships, with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.* Mr. McLain.

255 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined include Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.* Mr. Cochran.

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.* Mr. Crook.

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.* Mr. Crook.

270 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.* Mr. Crook.

331 SOCIOLOGY OF RELIGION

Also available as Sociology 331. A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. *Credit, three hours.* Mr. Crook and Miss Syron.

351 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.* Mr. McLain.

361 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the Medieval, Reformation, and Modern Periods. *Credit, three hours.* Mr. Cochran.

364 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined. *Credit, three hours.* Mr. Cochran.

369 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings include works by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.* Mr. Cochran.

372 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.* Mr. McLain.

380 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.* Mr. Crook.

387 SEMINAR

Open to seniors who have had a minimum of twelve hours in religion. Required of majors. *Credit, three hours.* Staff.

Philosophy

223 INTRODUCTION TO PHILOSOPHY

A student-developed course. The method differs from year to year. Lectures, discussions, student reports on materials chosen by the reporters. *Credit, three hours.* Mr. Littleton.

352 HISTORY OF PHILOSOPHY

An introductory survey of the development of philosophical thought. *Credit, three hours.* Mr. Littleton.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the Special Study options listed on page 72.

SOCIOLOGY AND GEOGRAPHY

Professor Syron, 'Chairman; Associate Professor Tucker; Assistant Professor Birkin; Instructors DeBerry and Turlington; and Visiting Lecturers Courtney', Davis, Grubb, Mustian, and Connors (Director of Cooperating Raleigh Colleges). The department offers a major in sociology.

Either Sociology 221 or Sociology 271 is required as a prerequisite for all other courses in sociology. Prerequisites may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology including 221, 222, 499 or their equivalents and one course taught as a seminar.

SOCIAL WELFARE

Students who desire certification approved by the Council on Social Work Education should take the courses prescribed by the council and approved by the College. Though students in any major of a degree-granting program are eligible, they should consult the Department of Sociology for details. See page 56.

Sociology

221, 221S PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. *Credit, three hours.* Staff.

222F, 222 SOCIAL PROBLEMS

An analysis of selected major problems in contemporary society both from the point of view of the sociologist and of the social worker; individual projects to give experience in simple research techniques. *Credit, three hours.* Staff.

271 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.* Miss Syron.

331 SOCIOLOGY OF RELIGION

See Religion 331. *Credit, three hours.* Mr. Crook and Miss Syron.

351 AMERICAN MINORITY PEOPLES

A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. *Credit, three hours.* Mr. Tucker.

352 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.* Mr. Tucker.



¹Second semester only.

363 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. *Credit, three hours.* Mr. Tucker.

364 CONTEMPORARY SOCIETY

A seminar directed toward sociological analysis of social change in the southeastern states or other selected regions. *Credit, three hours.* Mr. DeBerry.

372 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. *Credit, three hours.* Miss Syron.

374F, 374 THE FAMILY

A study of structure of the family and its function as the basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.* Mr. Tucker.

378 INTRODUCTION TO RESEARCH

An introduction to basic methods of research in the behavioral sciences and to fundamental statistical concepts. *Credit, three hours.* Mr. Connors.

397, 397S SOCIAL WELFARE AS A SOCIAL INSTITUTION

The development of an understanding of the concept of social welfare in American society and an overview of the historical development of social welfare institutions. In the second half of the semester, social work, one of the professions in social welfare, is examined. *Credit, three hours.* Mrs. Turlington.

398F, 398 SOCIAL WORK PROCESS

A focus upon those generic steps which constitute the problem-solving process of social work. Areas to be covered include the philosophical and value base of social work, the social work problem-solving process, and human relations skills. The objective of the course is to enable students to develop an introductory knowledge and skill base which then can be applied to a variety of social service settings. *Credit, three hours.* Staff.

400F, 400 SOCIAL WELFARE SEMINAR WITH FIELD EXPERIENCE

A field experience in a social welfare agency and a seminar in social work practice which emphasizes the role of the professional social worker in the agency and the





skills and methods used in social work. Prerequisite: Sociology 397 and 398. *Credit, three hours.* Mrs. Turlington.

499, 499S INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. *Credit, three hours.* Mr. Mustian.

Geography

201, 201S ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. *Credit, three hours.* Mr. Birkin.

202 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economies, and political ties, and their future position in world trade. Prerequisite: Geography 201 or special permission of the departments concerned. *Credit, three hours.* Mr. Birkin.

231 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the evergrowing problem of preservation for future generations. *Credit, three hours.* Mr. Birkin.

362 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.* Mr. Birkin.

Students who wish special study or research in sociology or geography should consult the departmental chairman and arrange for it through the Special Study options listed on page 72.



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Atlanta, Georgia

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Alumna-at-Large
Franklin, Virginia

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Director of Alumnae Affairs



FACULTY

1972-73

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B. S., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Assistant Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JANIE S. ARCHER, M.Ed. (1967)

Instructor in Health and Physical Education

B.S., M.Ed., University of North Carolina at Greensboro.

JOE BAKER, A. B. (1966)

Vice President for Business and Finance

A.B., Mississippi College.

LINDA S. BAMFORD, A.M. (1970)

Instructor in Speech and Theater

A.B., St. Mary-of-the-Woods College;
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OLIVIA ANNE BENNETT, M.P.H. (1972)

Instructor in Home Economics

B.S., University of North Carolina at Greensboro;
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JACQUELINE B. BEZA, A.M. (1964)

Instructor in Foreign Languages

A.B., A.M., University of North Carolina at Chapel Hill.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography

A.B., A.M., University of Colorado; graduate study,
University of North Carolina at Chapel Hill.

GLORIA H. BLANTON, Ph.D. (1967)

Associate Professor of Psychology

A.B., Wake Forest University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill; post-graduate study, Duke University.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

Instructor in Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University.

CLARA R. BUNN, Ph.D. (1969)

Assistant Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

MARIE W. CAPEL, M.Ed. (1971)

Assistant Dean for Placement and Vocational Guidance

A.B., George Washington University; M.Ed., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

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BERNARD H. COCHRAN, Ph.D. (1960)

Associate Professor of Religion

A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ROGER H. CROOK, Th.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Th.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

HELEN P. DANIELL, Ph.D. (1968)

Assistant Professor of Foreign Languages

A.B., Converse College; A.M., Middlebury College; Ph.D., University of North Carolina at Chapel Hill.

CHARLES A. DAVIS, Ph.D. (1967)

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B.S., M.A.M., Ph.D., North Carolina State University.

PHILLIP W. DEBERRY, A.M. (1972)

Instructor in Sociology

B.S., North Carolina A. & T. State University; A.M., University of North Carolina at Chapel Hill.

BEATRICE DONLEY, Mus. B. (1942)

Associate Professor of Music

Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Juilliard School of Music; voice with Adelaide Gescheidt, New York.

- HARRY K. DORSETT, A.M. (1941)**
Associate Professor of Education
 A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.
- JAMES H. EADS, JR., M.S. (1958)**
Assistant Professor of Biology
 A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama.
- MILDRED W. EVERETTE, A.M. (1969)**
Instructor in English
 A.B., Atlantic Christian College; A.M., North Carolina State University; graduate study, University of North Carolina at Chapel Hill.
- ERIKA S. FAIRCHILD, A.M. (1972)**
Instructor in Political Science
 A.B., Hunter College; A.M., Yale University; graduate study, University of Aix-Marseilles, France; Ph.D. candidate, University of Washington.
- ROBERT G. FRACKER, A.M. (1962)**
Assistant Professor of Education
 B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.
- LOIS FRAZIER, Ed.D. (1954)**
Professor of Business and Economics
 B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.
- KAY A. FRIEDRICH, B.S. (1967)**
Instructor in Home Economics
 B.S., graduate study, Michigan State University.
- KATALIN Y. GALLIGAN, Ph.D. (1969)**
Assistant Professor of Foreign Languages
 A.B., Veres Palne, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill.
- PHYLLIS W. GARRISS, Mus.M. (1951)**
Assistant Professor of Music
 A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.
- ROSALIE P. GATES, Ph.D. (1965)**
Associate Professor of History
 A.B., A.M., Ph.D., Duke University.
- JANE GREENE, A.M. (1945)**
Head Librarian
 A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.
- SHIRLEY S. GREGORY, M.S. in L.S. (1972)**
Technical Services Librarian
 A.B., Wake Forest University; M.S. in L.S., University of North Carolina at Chapel Hill.
- CAROLYN B. GRUBBS, M.A.T. (1963)**
Assistant Professor in History
 A.B., Meredith College; M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.
- FRANK L. GRUBBS, Ph.D. (1963)**
Associate Professor of History
 A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina, Chapel Hill.
- ISABELLE HAESELER, M.S.M. (1956)**
Assistant Professor of Music
 B.S., Lebanon Vallen College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.
- JOHN B. HIOTT, B.D. (1968)**
Registrar
 A.B., Baylor University; B. D., New Orleans Baptist Theological Seminary.
- SALLY M. HORNER, Ph.D. (1965, 1967)**
Associate Professor of Chemistry
 B.S., Ph.D., University of North Carolina at Chapel Hill.
- LUTHER M. HUGGINS, A.A., (1969)**
Director of Equitation
 A.A., Presbyterian Junior College.
- MARY BLAND JOSEY, A.B. (1953)**
Director of Admissions
 A.B., Meredith College; graduate study, University of Tennessee, University of Reading, England.
- JOHN T. KANIPE, JR., M.Ed. (1968)**
Vice President for Institutional Advancement
 B.S., M.Ed., North Carolina State University.
- IONE KEMP KNIGHT, Ph.D. (1956)**
Associate Professor of English
 A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.
- JAMES B. LAMB, Mus.M. (1970)**
Instructor in Music
 Mus.B., Mus.M., Sam Houston State University.

WILLIAM R. LEDFORD, Ph.D. (1957)

Associate Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; graduate study, Middlebury College, University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., Madison College; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HAROLD E. LITTLETON, JR., A. M. (1968)

Assistant Professor of Religion

B.S., Clemson University; B.D., Southern Baptist Theological Seminary; A.M. Vanderbilt University. Ph.D. candidate, Vanderbilt University.

W. DAVID LYNCH, D.M.A. (1969)

Associate Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

RALPH E. McCLAIN, Ph.D. (1945)

Professor of Religion

A.B., Muskingum College; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Columbia University, University of Chicago, Mansfield College of Oxford University.

JOE MARON, M.F.A. (1972)

Assistant Professor of Art

B.A., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)

Dean of Students

Associate Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M., (1957)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

RUBY T. MILLER, M.S. (1969)

Assistant Professor of Home Economics

B.S., Appalachian State University; M.S., University of Tennessee; graduate study, University of North Carolina at Greensboro, North Carolina State University.

LENORE MOORE, M.L.S. (1971)

Reference Librarian

A.B., Sterling College; M.L.S., George Peabody College.

SALLY R. PAGE, Ph.D. (1972)

Assistant Professor of English

A.A., Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)

Assistant Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LEISHMAN A. PEACOCK, Ph.D. (1948)

Professor of English

A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

ANN B. PEADEN, A.M. (1968)

Instructor in Foreign Languages

A.B., B.S., East Carolina University; A.M., Middlebury College.

GENE A. WILLIAMS, B.D. (1971)

College Minister

A.B., Baylor University; B.D., Southern Seminary; graduate study, North Carolina State University.

STUART PRATT, Mus.M. (1942)

Professor of Music

A.B., Hartwick College; Mus. B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DOROTHY K. PRESTON, M.A.M. (1961)

Assistant Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D. candidate, North Carolina State University.

DAVID R. REVELEY, Ph.D. (1955)

Professor of Education

A.B., Hampden-Sidney College; A.M., Ph.D., University of Virginia.

CAROLYN C. ROBINSON, A.B. (1958)

Director of Alumnae Affairs

A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

NONA JOAN SHORT, A.M. (1966)

Instructor in Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich.

EVELYN P. SIMMONS, M.S. (1962)

Assistant Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)

Instructor in Mathematics

A. B., Tuft College; M.A.T., Duke University.

MARILYN M. STUBER, M.S. (1965)

Assistant Professor of Home Economics

B.S., M.S., University of Nebraska; graduate study, North Carolina State University.

JANE W. SULLIVAN, Mus.B. (1966)

Instructor in Music

A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

ANNE E. SUTHERLAND, Ph.D. (1972)

Assistant Professor of Psychology

B.S., University of Florida; A.M., Ph.D., University of North Carolina at Chapel Hill.



LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

JEAN M. TEAGUE, A.M. (1971)

Assistant Dean of Students

A.A., Gardner-Webb College; A.B., Wake Forest University; A. M., Appalachian State University; graduate study, Duke University, Southeastern Seminary.

CHARLES R. TUCKER, Th.D. (1966)

Associate Professor of Sociology

A.B., Delta State College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

HELEN TURLINGTON, M.S.W. (1972)

Instructor in Sociology

A.A., Averett College; A.B., Blue Mountain College; M.R.E., Carver School of Missions and Social Work; M.S.W., University of North Carolina at Chapel Hill.

FRANCES M. VANDIVER, M.S. (1971)

Director of Student Activities and Instructor in Physical Education

A.A., St. Petersburg College; B.S., University of Florida; M.S., University of North Carolina at Greensboro.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M. Ed.D., George Peabody College.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

CLIFFORNIA G. WIMBERLY, B.S. (1972)

Instructor in Education

B.S., Hampton Institute; graduate study, New York State College, North Carolina Central University.

JOHN A. YARBROUGH, Ph.D. (1943)

Professor of Biology

A.B., Oklahoma Baptist University; M.S., University of Oklahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)

Professor of Chemistry and Physics

A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

PART-TIME FACULTY MEMBERS

1972-73

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

DONALD B. ADCOCK, A.M. (1972)

Instructor in Music

B.S., East Carolina University; A. M., Columbia University.

MARGUERITE ANDERSON, B.S. (1972)

Instructor in Music

B.S., Capital University; graduate study, Curtis Institute of Music.

RENNIE PEACOCK BEYER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., University of North Carolina at Greensboro.

GEORGE T. CHREST, A.M. (1972)

Instructor in Art

B.F.A., A.M., Wayne State University; additional study, National Academy of Design, City University of New York.

AUSTIN CONNORS, Ed.D. (1972)

Visiting Lecturer from Cooperating Raleigh Colleges

A.B., Furman University; M.S., Ed.D., Indiana University.

DANA COURTNEY, A.B. (1973)

Visiting Lecturer from the University of North Carolina at Chapel Hill

A.B., University of Kentucky; currently enrolled in the M.S.W. program at the University of North Carolina at Chapel Hill.

ANNE C. DAHLE, A.B. (1972)

Coordinator of Continuing Education

A.B., Meredith College; additional study, North Carolina State University.

ALICE W. DAUGHERTY, Mus.B. (1971)

Instructor in Music

Mus.B., Lawrence College; additional study, Juilliard School of Music.

ADAM CLARKE DAVIS, Ph.D. (1972)

Visiting Lecturer in Sociology

B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University; Ph.D., Duke University.

BETTY JO FARRINGTON, A.B. (1969)

Instructor of Music

A.B., Meredith College.

HAMILTON W. FISH, M.S. (1971)

Instructor in Mathematics

B.S., United States Military Academy; M. S., Harvard University; Master of Teaching Mathematics, North Carolina State University.

DOROTHY GILMORE, B.S. (1971)

Instructor in Music

B.S., State University of New York at New Paltz; Eastman School of Music.

SANDS M. GRESHAM, M.S. (1972)

Instructor in Home Economics

B.S., Winthrop College; M.S., Kansas State University.

CHARLES GRUBB, A.B. (1972)

Visiting Lecturer from the University of North Carolina at Chapel Hill

A.B., Gettysburg College; currently enrolled in the M.S.W. program at the University of North Carolina at Chapel Hill.

VICKI HAM, Mus.M. (1970)

Instructor in Music

Mus.B., Salem College; Mus.M., University of Illinois.

JOHN COLIN HARRIS, B.D. (1970)

Instructor in Religion

A.B., Mercer University; B.D., Southeastern Baptist Theological Seminary; enrolled in the Ph.D. program at Duke University.

JOHN B. HOLT, A.M. (1972)

Instructor in Foreign Languages

A.B., University of Virginia; A.M., Harvard University; currently enrolled in the Ph.D. program at Harvard University.

ANNETTE M. JOHNSON, M.S. (1973)

Instructor in Home Economics

B.S., Southeastern Louisiana University; M. S., Oklahoma State University.

HELEN H. JONES, A.M. (1969)

Instructor in English

A.B., A.M., University of North Carolina at Greensboro.

MARITA H. KENNIHAN, A.M. (1972)

Instructor in English

A.B., University of Maryland; A.M., North Carolina State University.

ELLEN LEINWAND KORT, Mus.M. (1971)

Instructor in Music

A.B., State University of New York at Binghamton;
Mus.M., University of North Carolina at Chapel Hill.

STEPHEN KORT, Mus.M. (1972)

Instructor in Music

A.B., Syracuse University; Mus.M., University of North
Carolina at Chapel Hill.

MARILYN S. LYNCH, A.M. (1971)

Instructor in Music

Mus.B., Syracuse University; A.M., Eastman School of
Music.

ROBERT W. MORGAN, A.M. (1967)

Instructor in Foreign Languages

A.B., B.D., A.M., Duke University.

ROBERT DAVID MUSTIAN, Ph.D. (1971)

Visiting Lecturer in Sociology

B.S., M.S., North Carolina State University; Ph.D.,
Florida State University.

SALLY P. O'CONNOR, M.S. (1971)

Instructor in Home Economics

B.S., Cornell University; M.S., Pennsylvania State
University; graduate study, University of Delaware.

LINTON E. POWELL, JR., Mus.M. (1972)

Instructor in Music

Mus.B., Florida State University; Mus.M., University of
Georgia; enrolled in the Ph.D. program at the University
of North Carolina at Chapel Hill.

LENA B. RITCHIE, B.S. (1972)

Instructor in Education

B.S., Madison College; further study, the University of
North Carolina at Chapel Hill.

NANCY C. SASNETT, M.Ed. (1971)

Instructor in Business

B.S., Pfeiffer College; M.Ed., University of North
Carolina at Greensboro.

JUDITH J. SAWTELLE, A.M. (1971)

Instructor in Art

B.F.A., University of Massachusetts; A.M., University of
North Carolina at Chapel Hill.

BARBARA E. SCHLAGETER, Mus.M. (1971)

Instructor in Music

Mus.B., Mus.M., New England Conservatory of Music;
Certificate, Conservatoire Americain, Fontainebleu.

FRANCES W. STEVENS, A.M. (1961)

Instructor in Physical Education

A.B., Mary Washington College; A.M., New York
University.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor in Mathematics

B.S., Western Carolina University; M.Ed., University of
North Carolina at Chapel Hill; graduate study, Western
Carolina University.

JOHN B. TAGGART, M.S. (1973)

Instructor in Biology

A.B., Western Michigan University; M.S., North
Carolina State University.

SALLY C. VILAS, M.F.A. (1972)

Instructor in Art

B.F.A., M.F.A., University of North Carolina at Chapel
Hill; additional study, Salem Academy, Duke University.

NANCY T. WATKINS, A.M. (1972)

Instructor in Chemistry

A.B., Meredith College; A.M., University of North
Carolina at Chapel Hill.

BILLIE B. WEBB, Mus.M. (1972)

Instructor in Music

Mus.B., Salem College; Mus.M., University of Colorado.

JOYCE B. WHISNANT, Mus.M. (1973)

Instructor in Music

A.B., Furman University; Mus.B., Meredith College;
Mus.M., University of Illinois.

CALVIN WONG, A.M. (1972)

Instructor in Art

A.B., New York City College; A.M., University of Kan-
sas; graduate study, University of North Carolina at
Chapel Hill.

CHESTER E. YOUNG, JR., M.E. (1973)

Instructor in Economics

A.B., Westminster College; M.E., North Carolina State
University; currently enrolled in the Ph.D. program at
North Carolina State University.

FACULTY EMERITI

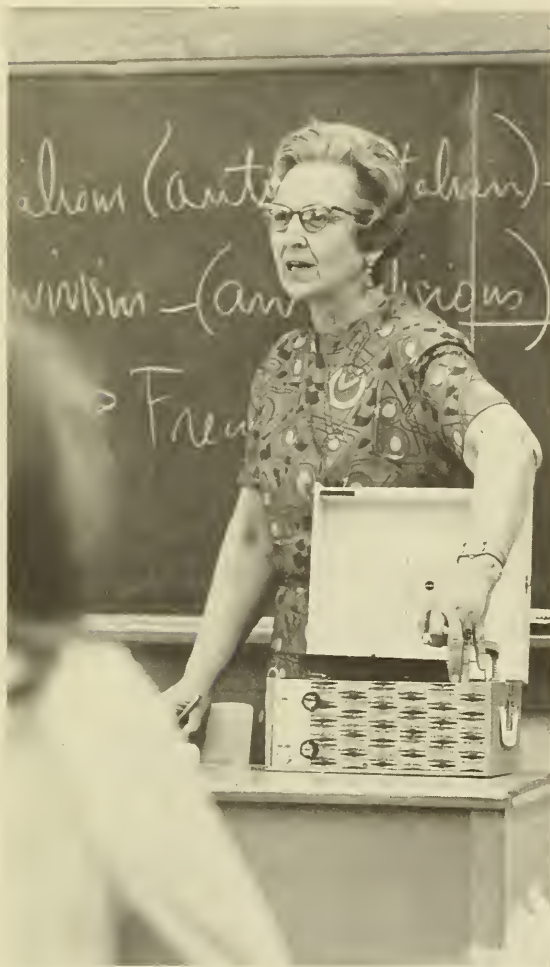
1972-73

*The date in parentheses indicates the year in which the
individual joined the Meredith faculty.*

HAZEL BAITY, A.B. In L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North
Carolina.



ELLEN DOZIER BREWER, A.M. (1919, 1922)

Professor of Home Economics

A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)

Associate Professor of Education

A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

CARLYLE CAMPBELL, L.L.D. (1939)

President

A.B., A.M.; Wake Forest College; L.L.D., University of South Carolina, Wake Forest College; graduate study, Columbia University.

EARNEST F. CANADAY, Ph.D. (1920)

Professor of Mathematics

A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINGS, M.S. (1944)

Assistant Professor of Chemistry

B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)

Professor of Music

A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow American Guild of Organists; Guy Weitz, London.

LOUISE E. FLEMING, A.M. (1950)

Dean of Students

A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

L. E. M. FREEMAN, Th.D. (1910)

Professor of Religion

A.B., Furman University; A.M., Harvard University; B.D., Newton Theological Institution; Th.D., Southern Baptist Theological Seminary.

MAE F. GRIMMER, A.B. (1916)

Director of Alumnae Affairs

A.B., Meredith College

MARY LYNCH JOHNSON, Ph.D. (1918)

Professor of English

A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University.

IRA O. JONES, Ph.D. (1957)

Assistant Professor of Sociology

Ph.D., University of Chicago; A.M., Ph.D., University of Nebraska.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

BUNYAN Y. TYNER, L.H.D. (1932)

Professor of Education

A.B., Buie's Creek Academy; A.M., Wake Forest College; L.H.D., Campbell College; graduate study, George Peabody College.

ADMINISTRATION

1972-73

The date in parentheses indicates the year in which the individual joined the Meredith administration.

JOHN EDGAR WEEMS, Ed.D. (January, 1972)
President

CARYLE CAMPBELL, A.M., LL.D. (1939)
President Emeritus

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

JOE BAKER, A.B. (1966)
Vice President for Business and Finance

JOHN T. KANIPE, JR., M.Ed. (1968)
Vice President for Institutional Advancement

MARIE MASON, Ph.D. (1969)
Dean of Students

JOHN B. HIOTT, B.D. (1968)
Registrar and Assistant to the Vice President and Dean of the College

MARY BLAND JOSEY, A.B. (1953)
Director of Admissions

GENE A. PHILLIPS, B.D. (1971)
College Minister

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LOIS S. RENFROW (1953)
Administrative Secretary to the President

GENE A. PHILLIPS, B.D. (1971)
College Minister

EDWARD H. PRUDEN, A.B., Th.M., Ph.D., D.D. (1970)
Pastor-in-Residence

MARY LYNCH JOHNSON, Ph.D. (1972)
Professor Emeritus, College Historian

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College.

ANNE C. DAHLE, A.B. (1972)
Coordinator of Continuing Education

PAT B. LYLES (1970)
Secretary to the Vice President and Dean of the College

MADGE DILLARD (1972)
Secretary to the Coordinator of Continuing Education

Office of the Registrar

JOHN B. HIOTT, B.D. (1968)
Registrar and Assistant to the Vice President and Dean of the College

SUE R. TODD, A.B. (1968)
Records Secretary

JUDY BLALOCK, A.A. (1972)
Assistant Records Secretary

MARY WILLIAMSON (1972)
Secretary to the Registrar

Library

JANE GREENE, A.M. (1945)
Head Librarian

LENORE MOORE, M.L.S. (1971)
Reference Librarian

SHIRLEY S. GREGORY, M.S. in L.S. (1972)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

JOSEPHINE CHAPMAN (1970)
Library Assistant

RUTH WILSON (1971)
Library Assistant

Business and Finance

Business Office

JOE BAKER, A.B. (1966)
Vice President for Business and Finance

CHARLES MAYNARD, JR. (1971)
Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary to the Vice President for Business and Finance

GLORIA CREECH (1971)

Payroll and Personnel Records Clerk

VIRGINA H. BAGBY, A.B. (1972)

Bookkeeper and Cashier

ANITA W. BERRY, A.B. (1971)

Secretary and Accounts Payable Clerk

DEANNA S. PODELL (1919)

Bookkeeper

Data Processing

JERRY ROSE (1972)

Director

GLORIA CHILCOAT (1972)

Key Punch Operator

Equitation

LUTHER M. HUGGINS, A.A. (1969)

Director of Equitation

College Store

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant

REBECCA TUCKER (1968)

Assistant

JEAN SCHULENBURG (1969)

Assistant

Central Services

BETTY SUE JOHNSON (1964)

Food Services

HOYT TAYLOR (1969)

Manager

Building And Grounds

HARRY SIMMONS (1949)

Superintendent

CAROLYN WOOD (1972)

Secretary

ROGER KOVALESKI (1971)

Carpenter

LON AVENT (1972)

Electrician

Maintenance

CONAN ALLEN

WILLIAM CRUMEL

WILLIAM FRENCH

ARCE JACKSON

JAMES JEFFRIES

ARTHUR JONES

WILLIE KING

JAMES McDONALD

GEORGE McFADDEN

JACK MIMS

JOHNNY PATTERSON

WILLIAM STEWART

EDDIE TURNER

Security

DANIEL G. SHATTUCK

Chief Security Officer

WILBERT W. ADAMS

WORTH N. BAILEY

WILLIAM M. GRINER

GERALD J. KRAYNAK

ERASTUS B. LAWRENCE

DAVID McGHEE

CLEMOUTH L. POLLARD

CLAUDE G. SUGG

FRANK W. WILBERAL

Switchboard

LINDA HARRISON (1970)

Operator

Residence Halls

FRANCES E. THORNE (1961)

House Director

MARY W. LILES (1960)

Assistant House Director

ALMA MOBLEY (1972)

Laundry Supervisor

Housekeepers

THELMA AVERY

LOUISE BAKER

LOUISE BOOKER

DORIS CLINTON

MARGIE DAVIS

JEAN DONALDSON

NOVELLA DUNSTON

CHRISTINE FAISON

HAZEL FAISON
 LILLIE HAYES
 MARGARET JACKSON
 LOTTIE KEARNEY
 PAULINE McCULLERS
 NELLIE PENNINGTON
 LIZZIE PIERCE
 MABEL ROBINSON
 MARTHA WARREN

ALMA JAMES, B.R.E. (1970)
Resident Adviser

MABELEIGH COOPER (1970)
Resident Adviser

BETTY JEAN YEAGER, A.B. (1948)
Housing and Student Records

Student Personnel

Office of the Dean of Students

MARIE MASON, Ph.D. (1969)
Dean of Students

JEAN TEAGUE, A.M. (1971)
Assistant Dean for Campus Life

FRANCES M. VANDIVER, M.S. (1972)
Assistant Dean for Student Activities

Health Services

SIDNEY MARTIN, M. D. (1972)
College Physician

GRACE BROADWELL, R.N. (1972)
Nurse

ANITA SMITH, R.N. (1972)
Nurse

MARIE MASON, R.N. (1969)
Nurse



Admissions

Admissions Office

MARY BLAND JOSEY, A.B. (1953)

Director of Admissions

SUE E. KEARNEY, A.M. (1966)

Associate Director of Admissions

SHERA JACKSON, A.B. (1969)

Assistant Director of Admissions

CAROL SWARR, A.B. (September, 1972 -
December, 1972)

Admissions Counselor

AUDREY GARDNER (1969)

Financial Aid Assistant

LUCILLE J. THATCHER, A.M. (1970)

Secretary to the Director of Admissions

JO ANN LANZI (1972)

Processing Secretary

Alumnae Office

CAROLYN C. ROBINSON, A.B. (1958)

Director of Alumnae Affairs

EVELYN R. POSEY (1962)

Assistant

DORIS T. WALL (1971)

Secretary

Information Services

W. L. NORTON, JR., A.B. (1970)

Director of Information Services

BONNIE P. SULLIVAN (1972)

Secretary to the Director of Information Services

Cooperating Raleigh Colleges

AUSTIN CONNORS, Ed.D. (1971)

Director

ELLEN C. BROOKS, A.B. (1972)

Secretary

Institutional Advancement

Office of Development

JOHN T. KANIPE, JR., M.Ed. (1968)

Vice President for Institutional Advancement

SUZANNE R. GREENWOOD, A. B. (1972)

Director of Foundation Relations

EVELYN P. DULANEY (1972)

Secretary to the Vice President for Institutional Advancement

MARGARET D. HATFIELD (1969)

Records Secretary

Estate Planning

PAULE E. HOLCOMB, B. S., J. D. (1971)

Director of Estate Planning and Assistant to the Vice President for Institutional Advancement

CAROLYN LEWIS (August, 1972 - December, 1972)

Secretary to the Director of Estate Planning

SHARON R. HARDING (1972)

Secretary to the Director of Estate Planning and to the Director of Foundation Relations



DEGREES CONFERRED IN 1972

Bachelor of Arts

Judy Ann Abner Burlington	Elizabeth Caldwell Biggs Lumberton
Susan Strait Adams Cary	Helen Carol Boyd Belhaven
Margaret Rivers Alexander Robersonville	Barbara Gerock Boyette, <i>Cum Laude</i> Ahoskie
Nancy Freeman Alexander Raleigh	Patricia Lee Brake Battlesboro
Betsy Vivian Allen Winston-Salem	Barbara Short Brixon Miami, Fla.
Brenda Gail Arnette Chadbourn	Camie Carol Barnes Brooks Concord
Mary Catherine Asbill Aiken, S. C.	Barbara Jean Brown Raleigh
Mary Neal Winstead Auger Burlington	Deborah Sharrock Brown Ahoskie
Jane Douglas Bagley Lenoir	Jean Jarman Brown, <i>Magna Cum Laude</i> Tarboro
Joanne Elizabeth Baker Cary	Martha Susan Brown, <i>Magna Cum Laude</i> Cullowhee
Barbara Elizabeth Gaddy Barbour Raleigh	Lucy Marie Brubaker Rocky Mount
Nancy Gertrude Barnhill Robersonville	Jo Ann Bryan Mount Olive
Kathy Sophia Barrier Concord	Susan Glenn Burke Winston-Salem
Cynthia Jean Beal Angier	Susan Leigh Butchart Greensboro
Louise Robbins Beale Danville, Va.	Sherwood Odum Byrd Raleigh
Priscilla Grimes Beane Ramseur	Connie Beasley Cahoon Creswell
Joyce Stephenson Bell Raleigh	Kathryn Lewis Carson Bethel
Rosetta Elvenell Berry Maysville	Elizabeth Gregory Carter Roanoke Rapids
Martha Jean Bielat Hampton, Va.	Brenda Joyce Chappell Rich Square
	Brenda Fay Moore Chatham Angier
	Marcia Elizabeth Clancy Statesville

Sandra Kay Clemmons, *Cum Laude*
Beaufort

Marjorie Moore Council
Wanamish

Sandra Sue Crandell
Robersonville

Edith Whitley Creech
Clayton

Nancy Jane Crews
Lenoir

Katherine Griffin Crockett
Raleigh

Sarah Cassandra Crump, *Cum Laude*
Rockingham

Eunice Dale Cunningham
Richmond, Va.

Vivien Anne Currier
Mount Airy

Elizabeth Susan Cuttino
Orangeburg, S. C.

Rebecca Brown Damewood
Greenville

Judy Tripp Daniels
Raleigh

Doris Corbett Davenport
Cary

Nancy Allyne Dawson
Stantonsburg

Elizabeth Claire DesVergers
Whiteville

Laurie Jean Dodge, *Cum Laude*
Lynchburg, Va.

Barbara Jane Dorsett, *Cum Laude*
Winston-Salem

Ruth Octavia Edwards
Rocky Mount

Meredith Elam
Bladenboro

Charlotte Downs Ellis
Richmond, Va.

Marti Gray Miller Elliot
Charlottesville, Va.

Emory Cabaniss Farris
Shelby

Kathryn Elwyne Fenters, *Cum Laude*
Florence, S. C.

Jewel Christian Finch, *Magna Cum Laude*
Cary

Dolores Mae Floyd
Ayon, Conn.

Edna Sue Floyd
Virginia Beach, Va.

Beverly Dare Fox
Atlanta, Ga.

Penelope Lee Gallins
Winston-Salem

Beth Jacqueline Garrison
Gastonia

Rhonda Lea Glass
Galesburg, Ill.

Diane Faulk Glover
Raleigh

Ann Victoria Googe
Winston-Salem

Patricia Evenhart Green
Chase City, Va.

Elizabeth Gregg
Wyomissing, Pa.

Billie Beams Hampton
McLean, Va.

Nina Claire Hamrick
Shelby

Rebecca Mobley Hance, *Cum Laude*
Eden

Carolyn Virginia Harrelson, *Cum Laude*
Whiteville

Mary Jo Lassiter Harrison
Henderson

Cathy Densmore Hawley
Raleigh

LaDonna Sue Hedge
Chesapeake, Va.

Joe Ann Hickman
Whiteville

Margaret Miller Holbrook
High Point

Mary McArn Patrick Holcombe
Laurinburg

Rebecca Ann Hooper
Raleigh

Marilyn Lee Hough
Dallas

Josephine Maddrey House
Scotland Neck

Phyllis Rose Howes
Selma



Nancy Hazel Huff
New Bern

Jane Carroll Huntley
Hamilton, Va.

Cindy Clayton Huntsberry
Pine Level

Lillian Louine Hutaff
Lumberton

Susan Wall Hutchins, *Magna Cum Laude*
Tobaccoville

Mary Jane Hyatt
Spartanburg, S. C.

Margaret Louise Incerto
Norwalk, Conn.

Annie Joe Ivie
Eden

Renee Elks James
Washington

Ann Dunn Johnson
Scotland Neck

Patricia Elaine Johnson
Winston-Salem

Dianne Marie Jones
Winston-Salem

Michelle Marie Jones
Danville, Va.

Patricia Wynns Jordan
Winton

Liberata M. Kihohia
Raleigh

Linda Long Kimbrell, *Magna Cum Laude*
New Bern

Mary Elizabeth Kizer
Hope Mills

Harriett Marlene Kline
Charlotte

Gail Anne Knapp, *Cum Laude*
Raleigh

Gail Elizabeth Knieriem
Greensboro

- Elizabeth Skeen Knott
Durham
- Nancy Louise Kutulas, *Cum Laude*
Whitakers
- Susan Bradley Flora Kyle
Winston-Salem
- Betty Ann Lewis
Chadbourn
- Mary Carolyn Lewis
Savannah, Ga.
- Nancy Marie Liesfeld
Richmond, Va.
- Patricia Alice Lineberry
Greensboro
- Deborah Anne Love
Richmond, Va.
- Alma Jarvis Lovisa
Mebane
- Lura Gena McCain
Gibson
- Karen Marie McCrary
Waynesville
- Susan Carter McDonald
Greenville
- Mary Alice McGee
Winston-Salem
- Carol Anne McLaney
Charlotte
- Lana Duren McSwain
Raleigh
- Barbara Gail Magruder
Greensboro
- Betty Sue Manning
Winston-Salem
- Clara Mincey Matthews
Raleigh
- Annette McCormick Melvin
Aberdeen
- Margaret Ann Merritt
Louisburg
- Andrea Diane Meyer
Greenville
- Martha Arrington Middleton
Rocky Mount
- Marcia Miller
Topeka, Kansas
- Kathy Lane Moore, *Cum Laude*
Fuquay-Varina
- Lynda Bell Moore, *Cum Laude*
Goldsboro
- Rosemary Moore
Lenoir
- Sylvia Jean Morris, *Cum Laude*
Greenville
- Sara Joyce Munden
Winston-Salem
- Marianne Hege Nifong, *Cum Laude*
Winston-Salem
- Katherine Elizabeth O'Briant
Roxboro
- Pamela Sue O'Dell
Rome, Ga.
- Karen Melissa Odom
Red Spring
- Kathy Ann Ogburn
Raleigh
- Bonnie Martin Page
Durham
- Caroline Royster Parham
Rome, Ga.
- Carol Susanne Pearson
Reidsville
- Martha Elizabeth Pearson
Durham
- Emily Sue Pennington
Fairfax, Va.
- Marsha Joan Perkins
Stokes
- Nancy Allison Perry
Raleigh
- Margaret Louise Person
Oxford
- Laurene Elizabeth Peterson
Clinton
- Mary Beth Pruette
Murfreesboro
- Phyllis Lynne Pullen, *Magna Cum Laude*
Rocky Mount
- Mary Anna Rascoe, *Cum Laude*
Pantego
- Mary Bell Rea
Oriental
- Mary Linda Rea
Plymouth

Susan Ann Redding Newport News, Va.	Betty Goodson Sutton Mount Olive
Pauline Mary Renner Raleigh	Carol Susan Swarr Raleigh
Nancy Gibson Reveley Raleigh	Patricia Boone Sykes Virginia Beach, Va.
Marsha Vann Saunders Rockingham	Georgia Boone Taylor Pendleton
Lillian Holly Schertz, <i>Cum Laude</i> Cocoa Beach, Fla.	Mary Wrenn Teague Hickory
Mary Anne Schulken Whiteville	Barbara Ella Bailey Thompson Cary
Lydia John Senter, <i>Cum Laude</i> Lillington	Mary Emily Thompson Winterville
Jennifer Mary Seykora, <i>Cum Laude</i> Greensboro	Glena Fay Tie, <i>Cum Laude</i> Raleigh
Melissa Anne Shafer Statesville	Jakki Stafford Tisdale Raleigh
Mary Joe Sheridan, <i>Magna Cum Laude</i> Rocky Mount	Katie Durham Toole Raleigh
Deborah Mitchell Siegner Sanford	Laura Wilson Turner Warrenton
Nancy Field Simpkins Wilson	Brenda Ruth Upchurch Durham
Edith Lee Simrell, <i>Cum Laude</i> Rocky Mount	Barbara Jean Vail Jacksonville
Deborah Ellis Smith Lincolnton	Susan Amanda Van Wageningen Shelby
Susan Jane Smith, <i>Cum Laude</i> Washington	Francanna Vaughan Shelby
Kitty Lynn Sparks Rutherford	Linda Winslow Vaughan Cary
Elizabeth Grumbine Stahl Raleigh	Mary Christina Vaughn Mauldin, S.C.
Louise Allen Stanback Wadesboro	Karen Ann Voelker High Point
Catherine Rebecca Stanelli Waynesville	Barbara Bryant Walker, <i>Cum Laude</i> Raleigh
Martha Elizabeth Stephenson Raleigh	Rachel Alice Warner Eden
Margaret Carol Stewart Dunn	Hannah Rebecca Smith Waters Cary
Pamela Aynn Stowe, <i>Cum Laude</i> Burlington	Marjorie JoAnne Weaver Gastonia
Shelor Jane Strider Troy	Judith Anne Wessel Reidsville
Lola Claire Sullivan Raleigh	Sandra Lee Whatley Lumberton

Janet Sue McCorquodale White
Fayetteville

Martha Ann Whitfield
Franklinton

Peggy Williamson Wiggins
Raleigh

Ellen Barney Williams, *Cum Laude*
Burlington

Sarah Ernestine Williams
Graham

Joan Elizabeth Wilson
Gastonia

Vickie Lorraine Wimberley
Richmond, Va.

Sharon Ellen Winston
Danville, Va.

Pamela Gail Stroschio Woltz, *Cum Laude*
Whiteville

Shelley Womack
High Point

Bachelor of Music

Debra Sue Adams
Emporia, Va.

Bonnie Sue Barber, *Cum Laude*
Woodford, Va.

Mary Elizabeth Bradley
Whitakers

Carol Ann Callahan
Raleigh

Lynn Ruth Haislip Crisp
Oak City

Carmen Elaine Dawkins
Greenville

Ann Mitchell Goodson
Horse Shoe

Elizabeth Anne Haskins, *Cum Laude*
Raleigh

Judith Reid Ledbetter
Raleigh

Frances Hulene McLean, *Cum Laude*
Mooreville

Genevieve Jeffreys Manooch
Raleigh

Suzanne Pomeranz
Sanford

Elizabeth Marguerite Triplett
North Wilkesboro



ENROLLMENT FOR 1972-73

Fall, 1972 Degree Candidates: Bachelor of Arts and Bachelor of Music

Seniors	240
Juniors	300
Sophomores	345
Freshmen	374
Total Degree Candidates	1,259
Special Students	103
Total Enrollment, Fall, 1972	1,362
Summer, 1972 Degree Candidates	97
Special Students	61
Total Summer Enrollment	158

By States and Foreign Countries

California	1
Colorado	1
Delaware	5
Florida	6
Georgia	8
Illinois	2
Kentucky	2
Maryland	16
Michigan	1
New Jersey	8
New York	8
North Carolina	1,038
Ohio	1
Pennsylvania	9
South Carolina	29
Tennessee	5
Texas	2
Virginia	112
West Virginia	2



U. S. Citizen Abroad

Guatemala	1
Korea	1

International Students

Bolivia	1
Republic of China	1
Okinawa	1
Sweden	1

TOTAL

1,259 Students

BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and all administrative offices except those of the Alumnae Association.

CARLYLE CAMPBELL LIBRARY is, as is every college library, the heart of academic life on the campus. This new air-conditioned building is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 63,000) to 150,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a modern classroom building for non-scientific areas of study, offices for faculty, a small auditorium equipped with visual aids, sound-proof recording booths for language classes, art studios and a small art gallery, seminar rooms, a lounge, and a kitchenette.

HUNTER HALL provides classrooms and laboratories for biology, business, chemistry, economics, home economics, mathematics, and physics. Also in Hunter

Hall are offices and research laboratories for faculty, a science library, a photographic darkroom, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. The Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, dining room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a 1,030-seat auditorium—a place of many functions for the college community and for off-campus groups as well. Also located in this building is the Department of Music with its studio facilities, faculty offices, classrooms, a small assembly hall, practice rooms, a music library, a listening room, a recording studio, and an instrument storage room. Speech and drama classes are also conducted here.

COOPER ORGAN, Meredith's first concert organ, is





located in the auditorium of Jones Hall. The organ is named in honor of Dr. Harry E. Cooper, former Department of Music chairman for over thirty years, and was installed in 1970. It is a three-manual, thirty-five-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a modern dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS accommodate 140-170 students each. These multiple-story buildings follow the suite arrangements of two rooms and a bath for every four students; two students occupy a room. Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

BELK DINING HALL, large enough to accommodate the entire student body at one time, may be reached from most residence halls by covered breezeways. Air conditioning has been installed, and the building has been completely refurbished.

DELIA DIXON CARROLL INFIRMARY has a nurse in

residence and a doctor on call twenty-four hours a day for any medical needs that might arise. The infirmary is well-equipped, contains thirty-five beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs.

COLLEGE CENTER contains continuing education facilities, the student supply store, snack bar, student government offices, student publication offices, post office, lounges, and game rooms.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College.

THE HUT, a log cabin near Meredith's four-acre lake, is now used as a coffee house at designated times.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

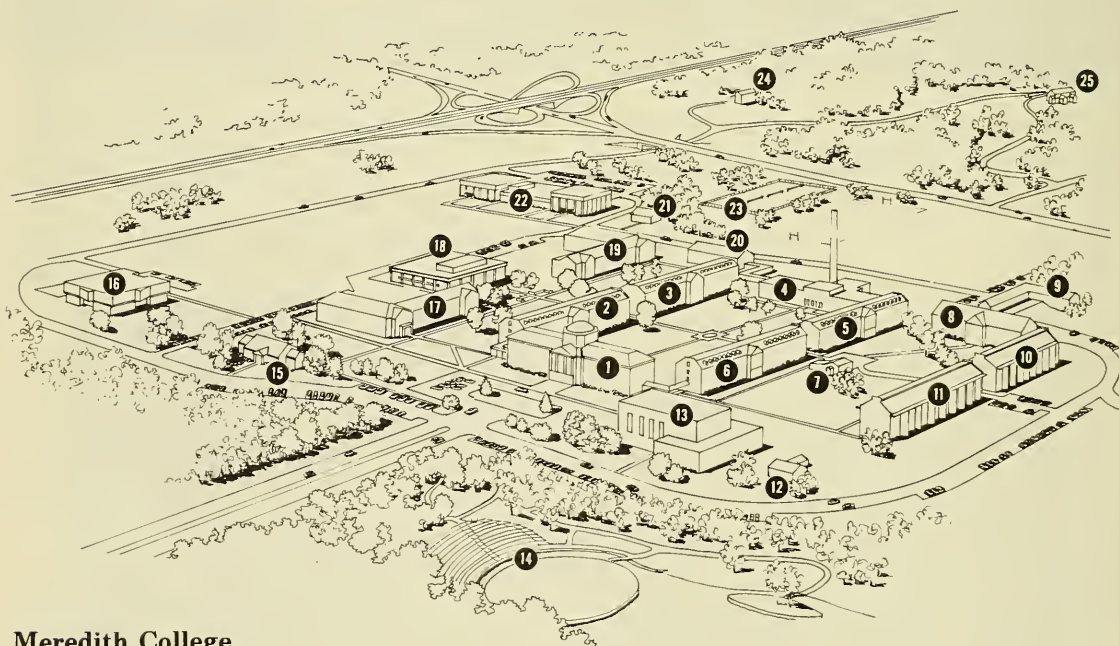
LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of 135,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of the state's land grant un-

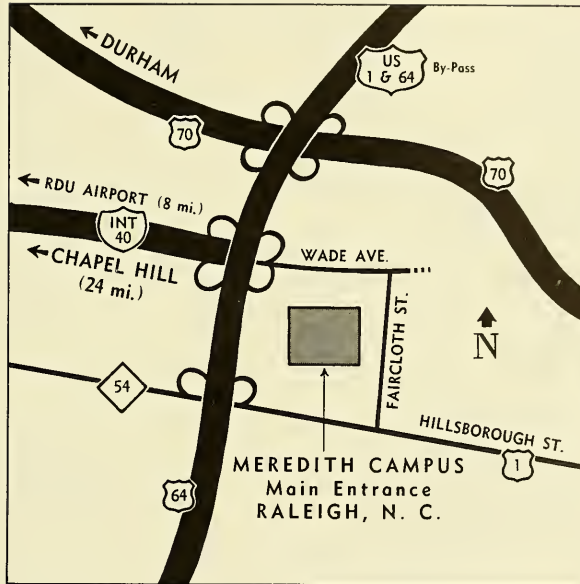
iversity, North Carolina State. Approximately twenty-five miles away is Chapel Hill, the site of the University of North Carolina. Duke University is seventeen miles away at Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



Meredith College Campus Map

- | | | |
|---|--|--|
| 1 Johnson Hall (administration) | 11 Heilman Residence Hall | 20 Delia Dixon Carroll Hall (infirmary) |
| 2 Vann Residence Hall | 12 The Hut | 21 Ellen Brewer House (home management) |
| 3 Stringfield Residence Hall | 13 Jones Hall (auditorium, music) | 22 Weatherspoon Physical Education-Recreation Building |
| 4 Belk Dining Hall | 14 Elva Bryan McIver Amphitheater | 23 Tennis Courts |
| 5 Faircloth Residence Hall | 15 Mae Grimmer Alumnae House | 24 Meredith Stables |
| 6 Brewer Residence Hall | 16 College and Continuing Education Center | 25 Massey House (president's residence) |
| 7 Temporary Art Studio (formerly Beehive) | 17 Joyner Hall (liberal arts) | |
| 8 Poteat Residence Hall | 18 Carlyle Campbell Library | |
| 9 Maintenance Shop | 19 Hunter Hall (science, home economics) | |
| 10 Barefoot Residence Hall | | |



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 By-Pass. The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 By-Pass. The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

ACADEMIC CALENDER 1973-74

Fall Semester, 1973

Faculty Workshop	August	22-23	(Wednesday - Thursday)
Arrival of all new students		24	(Friday)
Registration		28 - 29	(Tuesday - Wednesday)
First class day		30	(Thursday)
Last day to add a class	Sept.	12	(Wednesday)
Last day to drop with a W grade		26	(Wednesday)
Autumn recess begins 5:00 p.m.	Oct.	17	(Wednesday)
Classes resume 8:00 a.m.		22	(Monday)
Mid term reports due		22	(Monday)
Preregistration conferences	Oct.	29-Nov. 17	
Sign class rolls	Nov.	17	(Saturday)
Thanksgiving recess begins 1:00 p.m.		21	(Wednesday)
Class resume 8:00 a.m.		26	(Monday)
Last class day	Dec.	12	(Wednesday)
Reading day		13	(Thursday)
Examinations		14-15	(Friday - Saturday)
Sunday		16	(Sunday)
Examinations		17 - 20	(Monday - Thursday)

Spring Semester, 1974

Registration	Jan.	7	(Monday)
First class day		8	(Tuesday)
Last day to add a class		21	(Monday)
Last day to file for 1974 graduation		25	(Friday)
Last day to drop with a W grade	Feb.	4	(Monday)
Founders' Day		22	(Friday)
Mid term reports due	March	1	(Friday)
Spring recess begins 5:00 p.m.		1	(Friday)
Classes resume 8:00 a.m.		11	(Monday)

March	18 - April 6	
April	6	(Saturday)
	11	(Thursday)
	16	(Tuesday)
May	1	(Wednesday)
	2	(Thursday)
	3-4	(Friday - Saturday)
	5	(Sunday)
	6-9	(Monday - Thursday)
	12	(Sunday)

Summer School - 1974

June 3 - July 9

1974

S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY							JULY						
	1	2	3	4	5			1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30	31			28	29	30	31			
FEBRUARY							AUGUST						
					1	2					1	2	3
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28			25	26	27	28	29	30	31
MARCH							SEPTEMBER						
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30					
31													
APRIL							OCTOBER						
	1	2	3	4	5	6			1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30					27	28	29	30	31		
MAY							NOVEMBER						
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
JUNE							DECEMBER						
					1		1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28
30							29	30	31				

CORRESPONDENCE AND VISITS

The mailing address of the College is Raleigh, North Carolina, 27611, and the college telephone number is (919) 833-6461. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Dean of the College	<i>educational programs, summer school</i>
Dean of Students	<i>student interests, housing matters</i>
Director of Alumnae Affairs	<i>alumnae matters</i>
Office of Admission	<i>admissions, catalogue requests, student employment, financial aid</i>
Office of Continuing Education	<i>community educational services</i>
Office of Development	<i>Parents' Association</i>
Office of Information Services	<i>news items</i>
Placement and Vocational Guidance	<i>graduate employment, vocational testing</i>
Registrar	<i>academic records, student reports, transcripts</i>
Vice President for Business and Finance	<i>expenses</i>

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